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ABSTRACT

The purpose of this document is to provide administrators, teachers, and students with samples of students' writing that exemplify the criteria used to score students' written responses on the June 1993 Grade 3 Language Learning Achievement Test and the written component of the performance assessment administered to a provincial sample of grade 3 students. Examples of the full range of students' writing are provided in the document. The papers selected for the document were used as samples for training markers during the July 1993 marking session. Sections of the document present a general commentary on the writing samples; the writing assignment; samples of students' writing; additional sample papers; developmental issues; and three case studies of performance-based assessment. An appendix provide the scoring criteria. (RS)

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Introduction

Purpose

The purpose of this document is to provide administrators, teachers, and students with samples of students' writing that exemplify the criteria used to score students' written responses on the June 1993 Grade 3 Language Learning Achievement Test and the written component of the performance assessment administered to a provincial sample of Grade 3 students. Examples of the full range of students' writing are provided.

Content

The Grade 3 Language Learning Achievement Test consisted of two booklets: *Part A: Writing* and *Part B: Reading*. *Part A* provided students with a picture and a brief explanation as a prompt for their writing. Students chose the format (narrative, letter or series of diary/journal entries) that would allow them to do their best writing.

In addition, a random sample of 594 Grade 3 students participated in Performance-Based Assessment activities. A broad range of reading and writing skills was assessed, as students engaged in hands-on book reading and a writing activity. This document deals with *Part A: Writing* and with the reading and writing components of the Performance-Based Assessment. Each sample paper in this document has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Accompanying each student's response is a discussion relating the characteristics of the response to the descriptors in the scoring guide. The scoring guide is reproduced in the Appendix, pages 90 to 93.

Selection of Papers

The papers selected for this document were used as samples for training markers during the July 1993 marking session. As such, these papers generally illustrate the quality of students' work at each of the five levels of accomplishment described in the scoring guide. These, along with the additional papers and excerpts of student writing, were selected as examples for use in classroom instruction.

Confirming Standards

The initial work of confirming the standards that governed the scoring of the June 1993 writing assignment was undertaken by a group of experienced Grade Level 3 English Language Learning teachers during the week of June 27, 1993. Their task was to read a large enough sample of papers to find exemplars of the full range of the marking criteria. These teachers selected papers that were illustrative of the various scoring descriptors.

The second step in confirming standards involved a day-long session for teachers who were specially selected to serve as leaders of small groups of markers. These teachers reviewed the sample papers selected during the process of confirming standards and endorsed them as appropriate examples of the various scores possible, thus setting the marking criteria so that they were consistent with expectations for writing in Grade Level 3 English Language Learning.

Marking

Teachers were selected for marking on the recommendation of their superintendents. All markers were teaching Grade 3 Language Learning in the same school year that the test was administered and had done so for at least two years. The markers spent

the first morning of the marking period in an intensive training session, which included a review of the scoring descriptors as they related to the representative papers previously selected by those teachers confirming standards and endorsed by the group leaders. These papers are discussed in the pages that follow.

Neither the name of the student nor the name of the school appeared on the test papers. Markers were advised not to mark a paper if they suspected that they recognized its source. They were instructed to disregard the quality of handwriting when evaluating the papers and to return a paper unmarked if they thought the handwriting would influence their judgement. When the writer had not completed the final draft, markers referred to the planning and drafting pages to add to their understanding of the writer's intent. No marks were placed on the students' written work during the marking process. Papers were read by one marker, although a random sample of papers was read a second time to establish intermarker reliability.

The range of quality of students' writing was scored as follows: **(5) Clearly meets the Standard of Excellence, (4) Approaches the Standard of Excellence, (3) Clearly meets the Acceptable Standard, (2) Approaches the Acceptable Standard**, and **(1) Clearly below the Acceptable Standard**. Each paper was assessed on this five-point scale for specific qualities within three reporting categories: *Content/Development*, *Use of Language*, and *Conventions*. The marks for *Content/Development* were then multiplied by two, doubling their weight in relation to the other two categories.

Periodically throughout the marking session, a reliability review process was undertaken. All markers were required to read and score example papers that had previously been scored by those teachers who had assisted in the confirming standards process. In small groups, markers then discussed and commented on the scores they had assigned. Scores were compared with, and discussed in relation to, the standards relevant to expectations and to the previously assigned mark. This process was repeated every morning and afternoon, further ensuring marker reliability.

Cautions

The following cautions should be kept in mind when reading this document or when using its contents for instructional planning:

1. These sample papers reflect an interpretation of the curriculum, by which teachers established standards specifically for the July 1993 marking session. The interpretation of the standards and the judgements made by the markers at the time may vary with other writing assignments and with writing completed under different circumstances. Therefore, these samples should be considered in that context when used as instructional models of writing. They are intended to help teachers and students identify strengths and weaknesses in classroom writing and, in this way, improve students' writing overall.

2. Readers should consider each student's accomplishments in light of the constraints of test writing. Under test-writing conditions, students produce writing that must be considered as first-draft only. When students write under conditions that permit discussion, review, and reflection, they may produce work that differs substantially from what is illustrated here.

General Commentary

When the entire range of papers produced on the June 1993 Grade 3 Language Learning Achievement Test and on the performance-based assessment is viewed, several observations may be made about how Grade 3 students managed the assigned writing tasks. The papers are a source of information about approaches students take to plan and draft their writing. Indications of how students develop as writers are also present. The following discussion is offered to teachers concerned with these issues and with their implications.

The overall quality of the writing in Grade Level 3 Language Learning in 1993 was better than that done in 1989. Teachers who marked the tests were very pleased with most of the papers. They observed specifically that students were strong in the following areas: planning, story structure, and content and development. The markers agreed that, for the most part, students showed genuine confidence in their writing and hence were willing to take the risks that resulted in a better product.

A small number of students wrote superior papers. These were lively, imaginative, and technically very well written. The quality of these papers far exceeded the expectations for students in a Grade 3 classroom.

Teachers can help students with writing by setting up many and various encounters with literature in the classroom. They can also help students explore the techniques and strategies authors use in their writing. As well, teachers can help students to fulfill their intentions by providing instruction, adequate time, and frequent occasions for writing in the classroom. They can also assist students in learning how to address specific features of writing.

In testing situations such as this one, students must draw on their knowledge and experience in order to respond to the assigned task. The range and extent of students' experiences are evident in their imaginative responses to the writing assignment. Students create contexts that reflect personal life experiences as well as encounters with text and with the media. Many borrow elements from Nintendo-type games, movie plots, or television shows. In the classroom, teachers can help students by confirming that students' own experiences, interests, and observations are valuable and are the best foundations on which to build their writing. Teachers can also help students by building a background for writing about less familiar topics and by assisting students in focusing their writing.

The Writing Assignment

GRADE 3 ACHIEVEMENT TEST
LANGUAGE LEARNING
Part A: Writing

Instructions to Students

- Read the story starter as your teacher reads it aloud.
- To help you explore and plan some ideas for your writing, your teacher will give you up to 10 minutes to talk in groups of two to four. If you prefer, you can think about the writing by yourself.
- Next, take 5 minutes to write down your ideas and plan your writing on the page labelled IDEAS/PLANNING.
- Decide which kind of writing (story, letter, diary/journal) will allow you to do your best writing.
- Write your story, letter, or diary/journal entries.
- When you have finished your writing, CHECK YOUR WORK and correct any mistakes you find.
- You have 50 MINUTES to finish your writing.

JUNE 1993

Follow along in this test booklet as your teacher reads the story starter aloud. You may choose to write a story, a letter, or a series of diary/journal entries.

Pretend that you find an interesting looking hat. It is a very unusual hat because something special happens to anyone who wears it.

Write about the adventures you or someone else might have while wearing the special hat.

Samples of Students' Writing

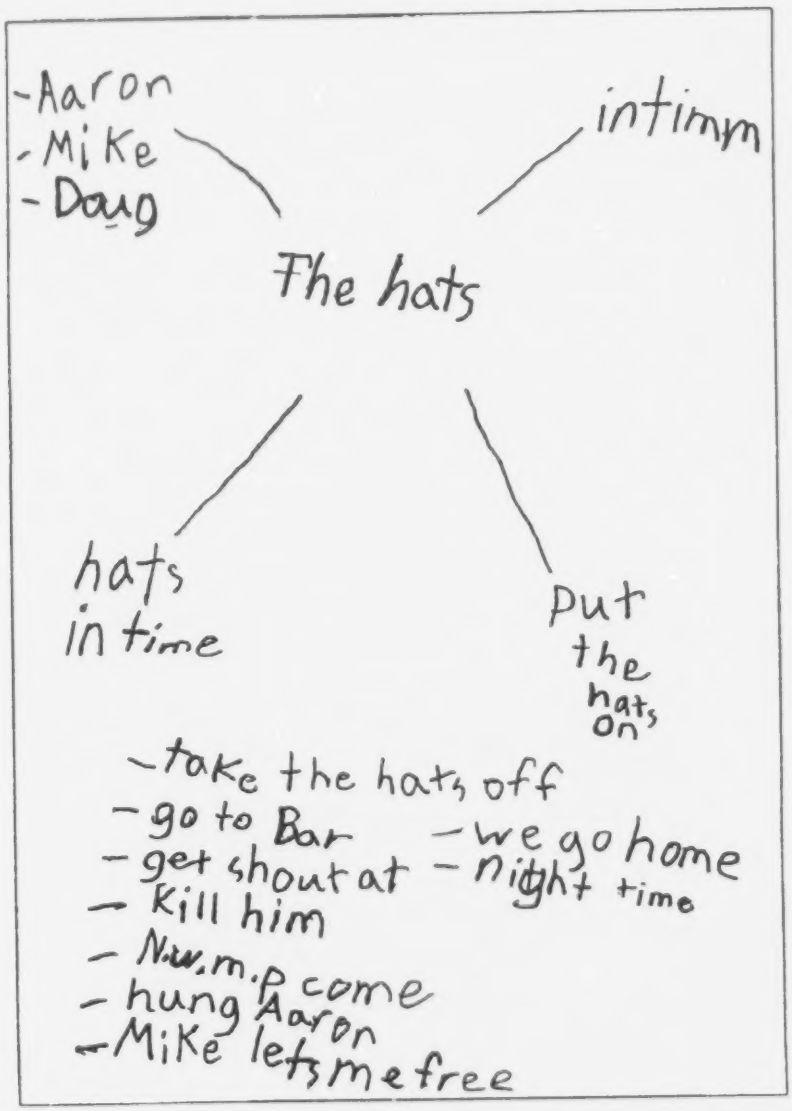
Student Sample A

Ideas/Planning

The writer starts the plan for the story by using a web, and completes it by using a list of events. The web provides information about the characters' names and about two of the events: putting on the hats and "hats in time." It is difficult to determine what is meant by "intimm."

While composing the story, the writer starts to follow the planned sequence of events very closely, but appears to run out of time and/or personal resources to complete the story as planned.

IDEAS/PLANNING



The hats
(Title of your writing)

Todasy do we want to go for a walk in the park. Mike do you yes I do. Doug do you no thinka. Ok lets go Mike were gone. Aaron look hats lets put them on ok. Where we are back in time. I need food Aaron you look there Mike a fond a bar ok a deer you shought at me how are you Doug

Commentary, Sample A

This story is confusing to read, as it lacks sufficient detail to show how events are related and does not present a logical flow. It is representative of papers that are **clearly below the acceptable standard (1)** in all scoring categories.

Content and Development

This story is written in the form of a conversation between characters. Though the characters address each other when they speak, it is unclear who is speaking as characters take their turns in the conversation.

The question-and-answer format that the writer uses does not provide enough information about the characters' actions in order to tell the story. As a result, it is difficult to follow the events of the story and the reader must provide a lot of information in order to make sense of it. For example, the reader must infer that when the characters put on the hats, they are transported "back in time" to a location where a "bar" (bear) is found and where one character is "shought at." In addition, there is no apparent motivation for one character to shoot another character named Doug who, according to the story's beginning, does not take part in the walk and should not be in the scene.

Though the writer's plans indicate that one character will be hung and another set free following the shooting, the events of the story are not brought to a satisfactory conclusion, as the story ends with the question, "how are you Doug."

Use of Language

The writer uses the vocabulary of very basic spoken conversations and does not use the language of stories. In addition, the reader does not have enough information to make sense of the story, because the writer uses very general details.

The thought units that the writer groups together as a sentence often contain a question and a response. These questions and answers contain little meaningful information to help readers make sense of the story.

Conventions

Though the thought units between periods contain two sentences (a question and its answer), capital letters are used to begin these thought units. In addition, capital letters are used for the pronoun "I" and for proper nouns. However, dialogue, interrogative sentences, and contractions are used without the appropriate punctuation.

It appears that the writer has chosen to use simpler, more familiar vocabulary, rather than experiment with unfamiliar words that would enhance the writing. As a result, most words are spelled correctly. Those words that are spelled incorrectly show unusual application of spelling rules. For example, the word "thanks" is spelled with an "i" instead of an "a," and the word "shot" is spelled using "ough" to make the short "o" sound.

Student Sample B

Ideas/Planning

When planning the story, the writer lists the effects of putting on a magic cap. These effects provided the focus for the story and were described more than once in the story.

IDEAS/PLANNING

Hit a home run every Time I bat
catch every ball that comes to me
run very fast jump high
thouging the ball.

My magic cap

(Title of your writing)

I got This cap from The store, it cost me one doller. at frst I did not know that it was magic. one day wane I was wearing my new cap. we pladed ball at shool. every time it was my turn to bat I hit a home run. Wane a oder thy thur the ball to me I caught it. and I run faster and jump higher then eney budy else. The next day I forgot it and I couldn't do eneything. The next time I wore my cap again I hit The ball and I can thur the ball and jump high and run fast. SO I knew my hat was magic. now I wher my hat every day.

Commentary, Sample B

The reader must make many inferences to connect events and fill in details that are not provided by the writer. In addition, the reader struggles with the inconsistent use of writing conventions in striving to make sense of the paper. As a result, the writing does not hold the reader's attention. It is representative of papers that are **approaching the acceptable standard (2)** in all scoring categories.

Content and Development

The story begins by introducing the character (a first-person narrator) and the origin of the magic cap. Though the reader knows that the cap was inexpensive ("it cost me one doller"), no other information is provided about the cap, the character, or the setting, so it is difficult to predict where the story is going.

The writer uses foreshadowing by explaining that "at frst I did not know that it was magic," so the reader expects that subsequent events will answer the question about how the character found out that the cap was magic. However, the writer does not provide explicit connections between events to answer this question. As a result, readers must fill in many gaps to make sense of the story. For example, the reader must infer from the statement, "the next day I forgot it and I couldn't do eneything," that the character attributes his/her enhanced physical abilities to the wearing of the cap.

For the most part, the events of this story relate to the central idea of what happens when a character wears a magic cap. The ending is predictable, as the character decides to wear the magic cap every day in order to enjoy the enhanced physical abilities described in the story.

Use of Language

Most thought units are simple sentences beginning with the pronoun "I" and containing an action. While some thought units use conjunctions to combine two actions carried out by the narrator, others are not standard sentences, e.g., "and I run faster and jump higher then eney budy else."

General and simple words and expressions are used throughout the story, with some details being repeated. The few qualifiers that appear in the writing are basic adjectives and adverbs, such as "new," "high," and "fast."

Conventions

The paper is confusing to read because beginning and end punctuation are used inconsistently. However, the pronoun "I" is always capitalized, and the one contraction that appears in the story is correctly spelled with an apostrophe.

Many of the words are either spelled correctly or contain most of the letters of the correctly spelled word, indicating that the writer has likely seen and used these words many times before. Even the most confusing phrase to read, "Wane a oder play thur the ball to me," shows that the writer is trying to apply a knowledge of sound-symbol relationships by writing the consonant and the vowel sounds that are heard when the words are spoken.

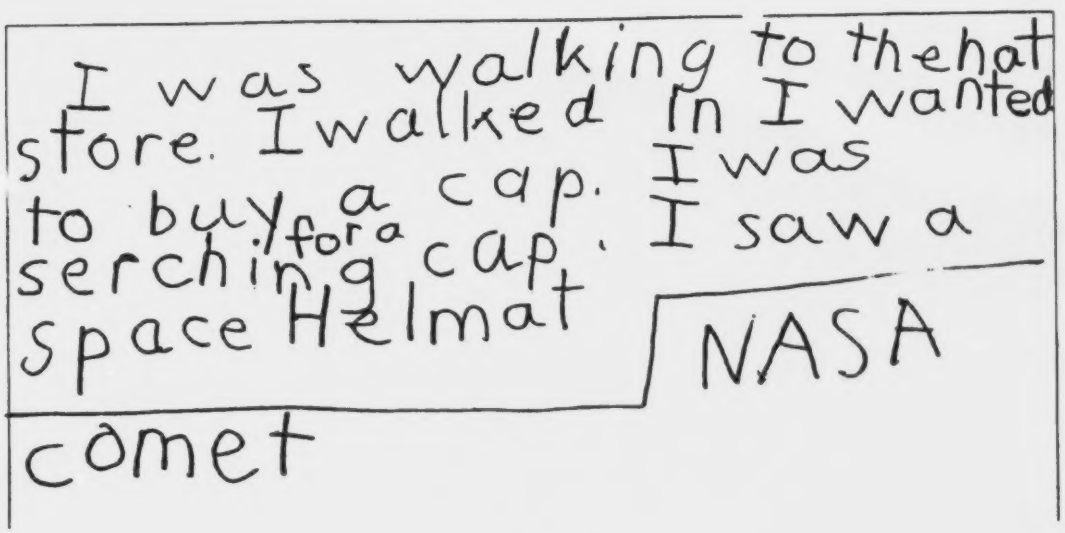
Student Sample C

Ideas/Planning

The writer uses the planning page to begin the story. By comparing the actual beginning of the story with the beginning on the planning page, the writer's thinking processes during revision of his/her story may be followed. For example, the beginning that is written on the planning page is modified through the addition of "one day," the omission of one sentence, and the changing of two verbs in subsequent sentences.

It appears that the writer decides to try another strategy midway through the planning stage, as two specific words that later appear in the story are also written under a distinct line drawn on the planning page.

IDEAS/PLANNING



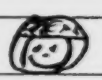
The Space Helmat

(Title of your writing)

I was walking to the hat store one day. I walked in. I serched for the caps. I came to a space helmat. The helmat was white and said NASA on the on the front. I decied to try it on. Then I was on the moon. I saw a comet and than I saw a UFO.

I was running out of oxagen! I held my breth and took my helmat off. I was back in the store. I bought the space helmat.

I took it home. I told my brother not to toche it! He said "Why?" I siad "You'll go to the moon." "Oh" said my brother.

I had a lot of adven-tures! The End 

Commentary, Sample C

This paper represents the range of writing that **clearly meets the acceptable standard (3)** in all scoring categories.

Content and Development

This paper follows a conventional story structure, with an identifiable beginning, events, and a conclusion. The story's beginning introduces the setting and the main character, providing enough information to prepare the reader for events that arise when the character chooses the NASA helmet. The events lead to a satisfying and predictable conclusion as the character removes the helmet and returns safely to the store. The writer then summarizes the events, describing them as an adventure.

Dialogue is used to advance the story's events. These events flow fairly smoothly, as there is a cause-effect relationship between most actions. For example, through the use of dialogue, the narrator explains why his/her brother should not touch the helmet. However, the writer leaves some gaps that the reader must bridge in order to make sense of the story. For example, readers must infer that the wearing of the NASA helmet transports the character to the moon.

Use of Language

While most of the sentences begin with "I" followed by the main character's actions, the writer occasionally uses conjunctions to combine related thought units. In addition, the connecting word "then" is used to maintain the flow of the story.

The writer's background knowledge about space is illustrated in the use of specific words such as "oxagen," "comet," and "UFO." While most verbs are general, the more specific verb "serched" is used as well.

Conventions

Capital letters are used correctly for the pronoun "I," for acronyms such as "NASA," and to begin sentences. End punctuation, including question marks and exclamation marks, is also used correctly.

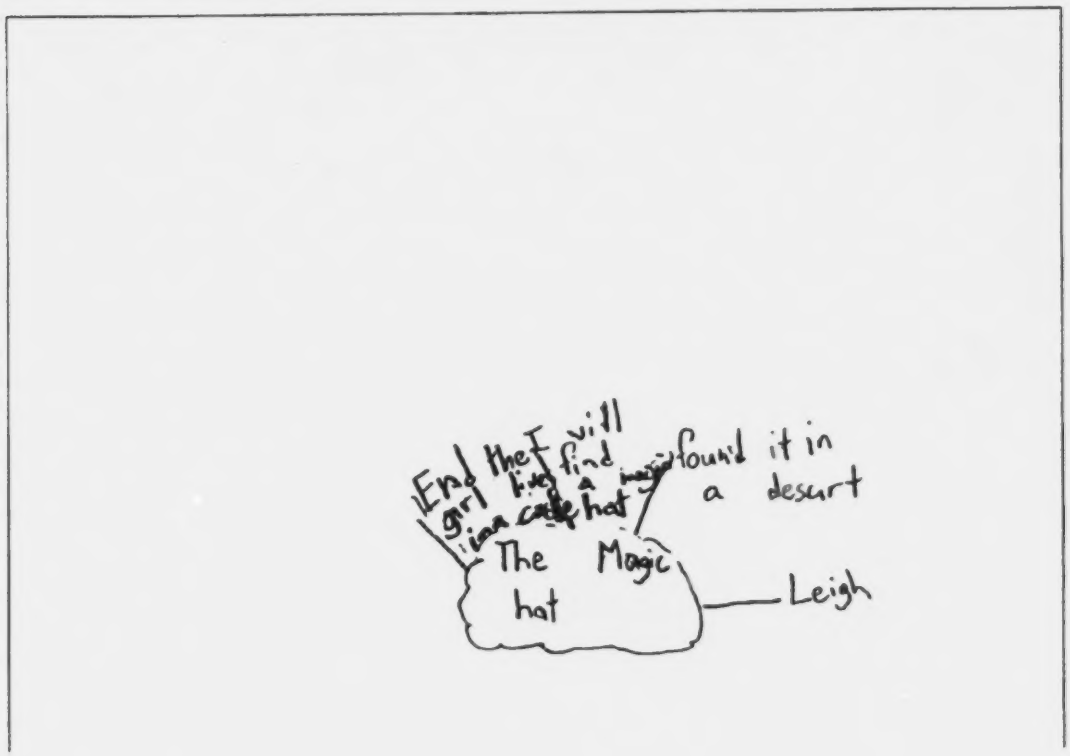
Familiar words are spelled correctly. However, there are some spelling errors, as the writer experiments with unfamiliar words. Because the writer applies phonics rules consistently, the spelling errors do not interfere with the clarity of communication. For example, the writer writes consonant sounds correctly, but confuses the vowels in words such as "helmat" and "oxagen."

Student Sample D

Ideas/Planning

When planning the story, the writer uses a web to connect the main events and the character's name to the title. As the hat and its magical qualities provide the focus for the story, it appears that the writer recognizes that the events and characters of stories should relate to the main idea. In addition, because the title of the story is "The Magic Hat," the writer seems to recognize that titles can foreshadow the main ideas of stories.

IDEAS/PLANNING



The Magic Hat

(Title of your writing)

One day there was a little girl named Leigh. She was ten years old she lived is the desert by her self. One day when she was taking a walk she found a hat. It looked like a queen's hat Leigh tryed it on. Then at that moment a big castle apeared Leigh took of the hat. Then the castle disapeard. Leigh wonderd what was going on she put the hat

back on. The castle came back Leigh went in to the castle and saw beautiful jewles. when she sat in a chair and took off the hat everything dissapoard Ecsepte the magic hat. When she put it back on everything was there again. She went back in to the castle and sat on the chair but she never took of the hat. she new the castle and everything

else would disapear. Then she went to bots around cat the castle. She wanterd who lived here? When she went up stairs she saw five bed rooms there was no one there. So she went back down stairs to the Kichen. There was bts and lots of food litre milk, Juice, bread and a lot of other good things. from looking at all this food Leigh was getting very very

hungry. After she ate she went up stairs and took a nap. For then on Leigh never found out ho lived here or how this happened.

THE END

Commentary, Sample D

This paper is also representative of writing that **clearly meets the acceptable standard** in all reporting categories.

Content and Development

Like *Student Sample C*, this paper holds the reader's attention through the use of specific details and a fairly smooth flow of events.

The story begins by introducing the main character, a girl named Leigh, and describing what happens whenever Leigh tries on a "queen's hat" that she has found. Following a conventional story structure, the story's subsequent events develop this opening event and lead it to a predictable conclusion, as Leigh takes a nap to end the day and its events. The writer attempts to tie together the events by explaining that Leigh does not know how all of the events come about, though there is no mention of what Leigh does with the hat after her nap.

The writer has provided sufficient details to make it easy for the reader to follow the events, though most of the details are general and describe everyday activities. For example, the character puts on and takes off the hat, sits on a chair, and eats.

Use of Language

Most of the sentences begin with a noun followed by an action. In order to maintain the flow of the story, the writer uses conjunctions to combine related thought units and begins sentences using connecting words such as, "Then," "when," and "after."

For the most part, the writer uses words and expressions that are of a general nature. For example, after donning the magic hat a second time, Leigh finds that "everything was there again." However, the writer uses some common adjectives, such as "beautiful" and "big", to describe more specific nouns such as "juwles" and "castle."

Conventions

The writer uses beginning and end punctuation fairly consistently. In addition, capital letters are used correctly for proper nouns.

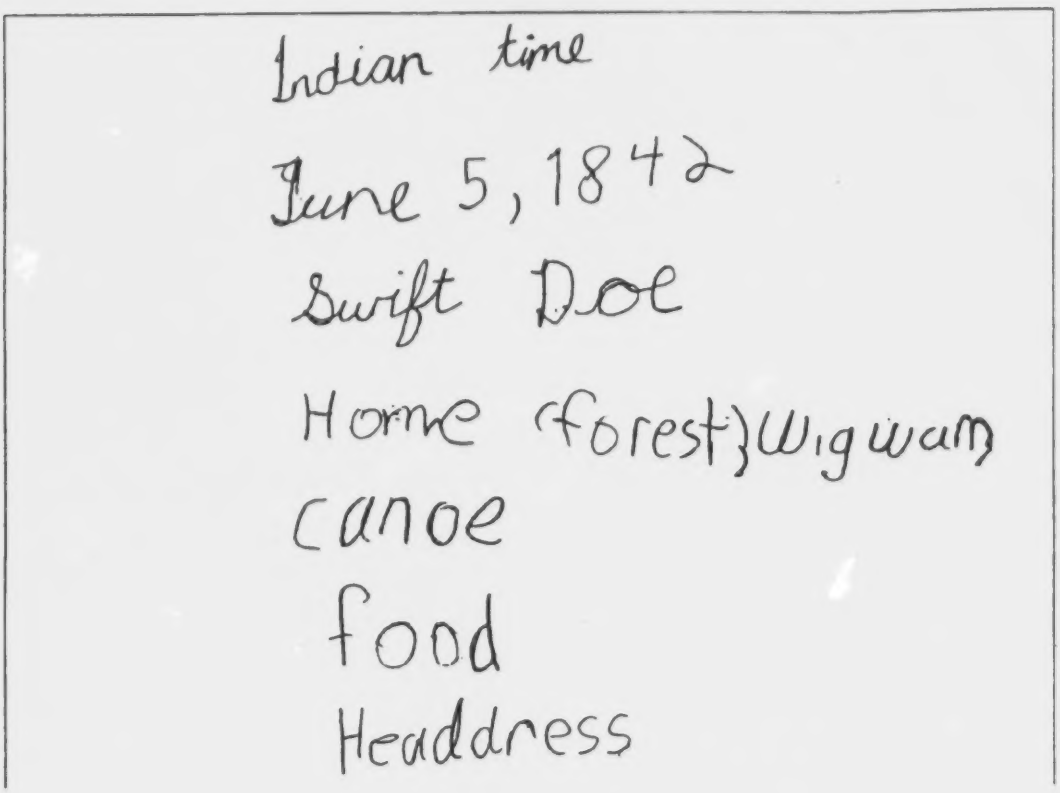
The rules for forming the past tense of verbs are applied inconsistently, as "dissapeard" and "wonderd" lack the "ed" ending, and "tryed" is spelled incorrectly. While familiar words are spelled correctly, the writer approximates the conventional spelling of unfamiliar words by writing the sounds that are heard when the words are spoken. For example, "kichen" is spelled without the "t", and "cs" replaces the "xc" in "except."

Student Sample E

Ideas/Planning

The writer uses the planning section to list key words that provide direction for the writing. For example, the writer lists words describing the time and place, the main character's name, and the kind of hat selected for the story. Many of these key words are used in the story.

IDEAS/PLANNING



The Headress

(Title of your writing)

It's morning. I woke to find it sunny! Im glad, because there's "bin" a lot of rain. so I got out of bed and put my t-shirt and shorts. I put some milk and cherios in a bowl and went to eat them on the padio. I was about to sit down on my lawn-chair when I saw a head-dress and a slip of paper that said, "put me on." So

I did what the note said and put the headress on. It fit snugly and stood strait on the top of my head. I was sepriced at it's weght. But before I knew it WHOOSH I found myself in some thick prickly reeds. But my feet felt like they had feathers around them. I looked down and saw the mawkasins and deerskin clothes I had

on me. I went and washed my feet in a nearby river then I saw some Indian women gathering wild rice in a canoe. They took me to their Chief to see if I could stay with them. The Cheif asked me my name. I told him my name was "Swift Doe". By this time the head-dress was stashed away in some nearby bushes. The women took me with them. We gathered fruit and more rice to eat.

I enjoied the sunny outdoors.
I found myself carreing
a browned papoose on my
back. Then out of nowere
an arrow wizzed passed
then two then thousands
a war woop split the
air an arrow was headed
strait for me when WHOO
I found my self sitting
comfertibly ~~sitting~~ in my
chair I ran inside, "Hey
Nathan you'll never
beleive what happend..."

Commentary, Sample E

The use of colourful language and specific details help to make this story an engaging one that holds the reader's interest. It is representative of papers that **approach the standard of excellence (4)** in all scoring categories.

Content and Development

This story's beginning provides specific information about the events that lead to the main character's discovery and wearing of the headdress. As a result, the reader is able to make sense of subsequent events that develop the character's adventures when the headdress is worn.

Throughout the story, the writer shows an awareness of the reader's need for specific details that add interest to the story and that allow the reader to follow the events easily. For example, when Swift Doe meets the "Cheif," the writer explains that the headdress is no longer part of the scene, as it is "stashed away in some nearby bushes."

For the most part, the story's actions lead logically to subsequent happenings. For example, after noticing moccasins on his/her feet, the main character goes to a nearby river to wash them and then sees "some Indian women gathering wild rice in a canoe." Though it is unclear how Swift Doe avoids being hit by an arrow and instead is returned home, the story is brought to an appropriate conclusion through the safe return of the main character.

Use of Language

The writer effectively uses simple sentences, "It's morning"; compound sentences, "I put some milk and cherios in a bowl and went to eat them on the padio"; and complex sentences, "But before I knew it WHOOSH I found myself in some thick prickly reeds."

The writer's background knowledge about Native traditions is evident in the specific details that are provided. For example, the clothing worn by Swift Doe is described using the words "mawkasins and deerskin clothes"; a "browned papoose" is also mentioned. In addition, colourful adjectives such as "thick" and "prickly" are used to describe specific nouns such as "reeds," and specific verbs such as "wizzed" and "stashed" are used to help the reader create visual images while reading.

The writer appears to enjoy experimenting with both colloquial expressions and the language of stories. For example, quotation marks are placed around the word "bin" in an apparent effort to show its colloquial nature, and "WHOOSH" is written in capital letters to emphasize the action. In addition, by using the sentence, "I found my self sitting comferttibly in my chair," the writer shows awareness of the different ways in which ideas can be expressed in stories.

Conventions

Overall, the writer correctly uses commas and end punctuation, including exclamation marks and an ellipsis. Dialogue is punctuated consistently and apostrophes are used correctly in contractions. Capital letters are used appropriately to begin sentences, for the pronoun "I," and to name the Chief.

Most of the familiar words are spelled correctly, though the rules for adding endings to verbs, such as "enjoyed" and "carreing," are applied inconsistently. Likewise, the "i" before "e" rule is inconsistently applied in the words "Cheif" and "beleive."

The writer has experimented with words, using approximations of conventional spellings by writing the sounds that are heard. For example, the word "padio" is used for "patio," and "comferttibly" for "comfortably."

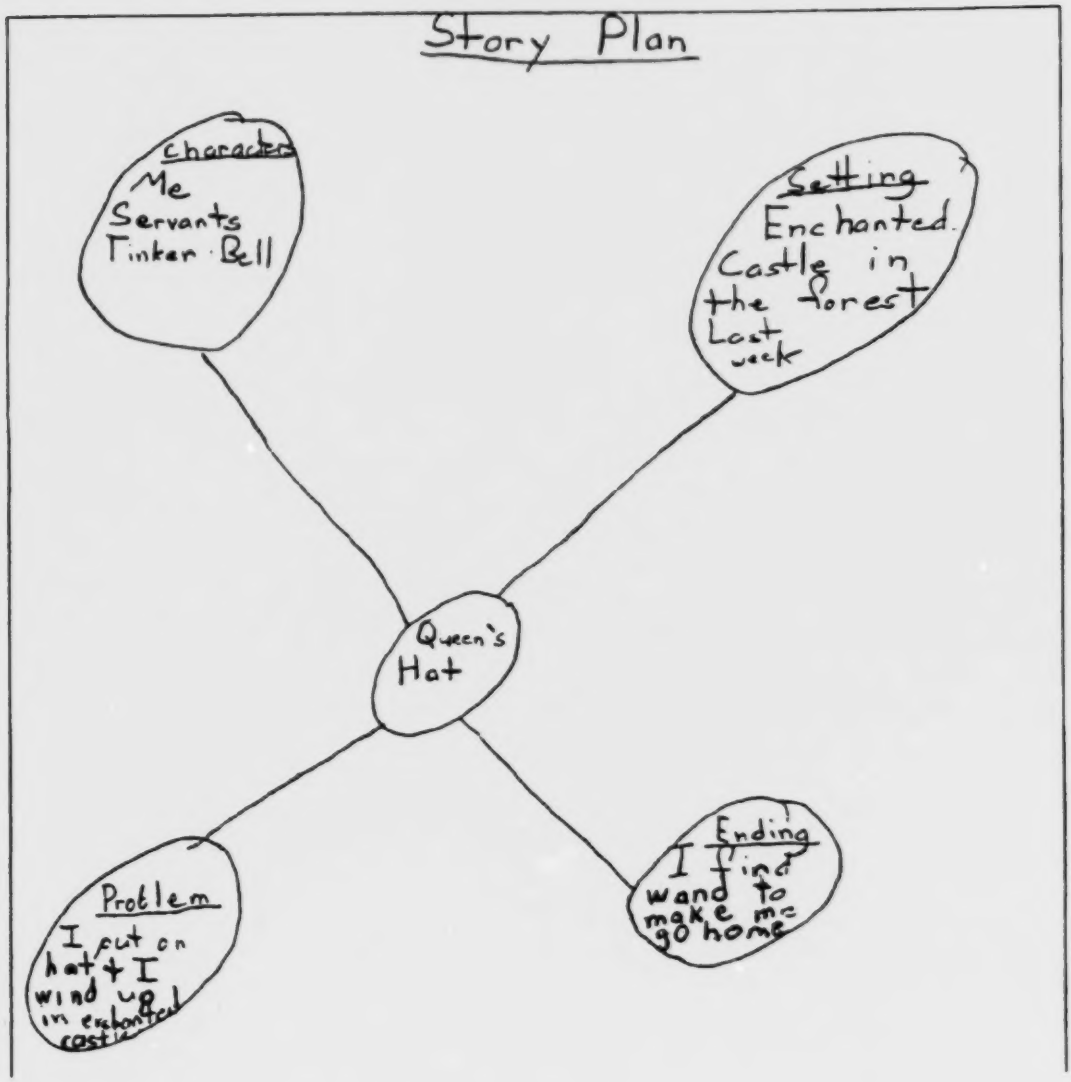
Student Sample F

Ideas/Planning

In the writer's plan, a web is used to connect various elements of the story. The web is organized according
to key features of stories, including characters, setting, problem, and ending. In the web and in the story, the Queen's hat and its influence on the life of the main character provide the focus.

The story follows the writer's plan consistently.

IDEAS/PLANNING



My Enchanted Castle

(Title of your writing)

Last week, when I was playing dress-up, I found a beautiful Queen's crown. I put it on, and suddenly, I was somewhere else! I was sitting on a wonderful, fantastic throng. It was covered with diamonds, and garnets. A servant came up to me and gave me a gown. As soon as it was on me, I felt like a real, magical Queen. I said, "Thank you!" but the servant's reply was a grumble. This was getting mysterious. I decided to explore the castle. It was silent, but sparkling with not a speck of dust. I was getting really interested, when all of a sudden, a soft, dainty voice said, "This castle is enchanted. A spell was put on a hat that made somebody come here whenever they put it on." Now I knew what had happened. "But," I began. The voice just kept on talking. "There is a wand hidden somewhere, to make you go back home." I knew that the only way to find the wand was to do more exploring. "By

the way," the voice continued, "My name's Tinker Bell." I heard a jingle as the voice disappeared. As I walked down the gold halls, I felt like I was Dorothy in "The Wizard of Oz." There were pictures on the walls, of mountians and flowers and sunsets. This was beautifull But I felt sort of scared and lonely. Oh, I just had to find that wand! As I was admiering the paintings, I tripped over something. My hands came down before my face, so I wasn't hurt. I got up and looked what I had tripped over. It was the wand!! I was so excited, I forgot about one problem: how do I use the wand? I ran through the castle for Tinker Bell. When I heard a jingling, Tinker Bell told me what to do. I tapped my hat three times, and, finally, I was home, sweet home! My Mom, Dad, and my brother Trevor were waiting for me. They were so glad to see me, I didn't get in trouble.

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We put the crown in a glass case, and then locked it. And, from now on, the memories of my enchanted castle still hold in that crown, and in my heart. So when I ever see that crown, I rememb. Tinker Bell, and the servants. Everybody, including the people in the castle lived happily ever after.

Commentary Student Sample F

In this paper, the writer's voice is expressed through the character's emotional responses to happenings, the specific vocabulary used to describe events, and the integration of elements from familiar stories. As a result, this entertaining story captivates and holds the reader's interest. It is representative of papers that clearly **meet the standard of excellence (5)** in all scoring categories.

Content and Development

The writer shows an awareness of the audience by providing background information that explains why events occurred. For example, the reader does not need to wonder why the wearing of the crown transports the main character to a castle because the writer explains with, "This castle is enchanted. A spell was put on a hat that made somebody come here whenever they put it on." Audience awareness is also illustrated by descriptions of the character's emotional response to the events. For example, after arriving in the castle and donning a gown, the main character asserts, "I felt like a real, magical Queen."

The story's beginning provides information about the time and setting of the opening event, preparing the reader for the events that follow. There is a cause-effect relationship between events, so the plot flows smoothly from one action to the next. In addition, the main character's goal is consistent throughout the story and all events lead to a satisfying conclusion, as the character returns home safely.

The writer draws on familiar stories and past experiences to include specific details that enhance the story. For example, the writer takes, from traditional stories, the notion that actions are done three times, as the main character taps the hat with the wand three times to return home. In addition, the writer concludes from past experience that parents are content to have their children returned to them unharmed, even when they are late.

Use of Language

The writer effectively uses a variety of simple, compound, and complex sentences.

Specific nouns such as "castle" and "crown" are described using precise modifiers such as "enchanted" and "covered with diamonds and garnets."

The writer's voice is heard in colourful expressions that are found throughout the story. For example, the castle was "silent, but sparkling with not a speck of dust."

Showing a familiarity with the language of stories, the writer concludes with "the memories of my enchanted castle still hold in that crown, and in my heart." The story ends with the traditional expression, "lived happily ever after."

Conventions

The writer correctly uses commas and end punctuation, including question and exclamation marks. Dialogue, possessive nouns, and contractions are written using conventional spelling and punctuation.

The few spelling errors that are present in the story show that the writer is either applying spelling rules to unfamiliar words or attempting to spell them from memory, as the letters are present, but in the wrong order. For example, when spelling the word "mountians," the writer reverses the order of the "a" and the "i."

Additional Sample Papers

Some children who wrote the 1993 Language Learning Achievement Test demonstrated outstanding abilities in expressing their thoughts and ideas through writing. Their papers exceed the standard of excellence in all scoring categories.

The three stories that follow provide a glimpse of exceptional papers written by Grade 3 students.

Student Sample A

The writer appears to have used the planning page to list possible settings, characters, and events for the story, though not all of the items on the planning page are found in the story. It is likely that the writer revised his/her thoughts while writing and decided that some of the listed events and characters would not fit with the story that was developing.

IDEAS/PLANNING

1. town, hat, piff, vikings
2. plague from underground; big adventure
3. the culprit is jailed, 'I take off hat, fanp

The Viking Hat

(Title of your writing)

I was eying a very strange, almost real viking helmet. Wow! It was perfectly shiny, with two big metal horns. I thundered in to buy it. It was only $2.00. When I was about to put it on when I saw it glowed with a faint blue light. I stood open-mouthed at the sign on the store. It read UNCLE KELLERMAN'S SPELL SHOP.

I dashed home, eager to try the beutiful hat on, but when I did, I really regretted it. I was shifted ↓ into the viking's age.

I was captain of an old force called "The Dragonfly". They sadly told me about the Red Plague, and how it was killing their people. They decided to find it's core and crash it. Our first goal was to find Oracle cave, where

worthy warriors will be presented with terrific gifts. Some times the best soldiers will be given gifts from the gods.

In three weeks we came to the fabled Oracle Cave. In minutes, a giant humming was heard, and a booming voice roared:

"Here are three gifts to the captains. To the leader thunder-hammer Mjolnir. To Eric, magic spear Gungnir. To Baleog, the ability to shift shape. Farewell!"

With Baleog, we found the core of the Nexus. I hurled Mjolnir at the green, glowing crater. To my suprise, a dragon and a huge mountain burst out!

"Spare me," moaned the dragon "And I will lead you to the evil priest and will destroy him!"

We gladly spared him, as we knew only some sort of sorcery could make a Nexus!

As we climbed the mountain, the dragon was a big help as certainly we would have been lost.

When we reached the top, the dragon crushed him, and gas flew all over, smashing my hat and shooting me back to my room.

Well, now I belive in magic!

Sinie

Commentary, Sample A

The writer skilfully sets the context for the story by describing the Viking helmet as one that "glowed with a faint blue light" and that came from a store with a sign that read, "Uncle Kellerman's Spell Shop." From this opening, the reader expects that the main character will experience a magic-filled adventure. All elements of the story work well together to fulfill this expectation, as the main character successfully completes his/her quest and returns home safely for a satisfying conclusion to the story. The final assertion, "Well, now I belive in magic!" ties all of the events together and shows that the main character has changed as a result of the adventures experienced.

The writer shows a rich background knowledge of literature or Dungeons and Dragons-type fantasy games in which "Vikings" is a common scenario, by artfully playing with words, syntax, and features of print to evoke strong emotional responses from the reader. For example, words are underlined for emphasis, and the names of characters from folklore are used to name the gifts: Mjolnir, Gungnir, and Baleog.

The use of foreshadowing captivates the reader, who is caught up in the fast pace of events and anticipates how the protagonist will meet the many challenges presented. For example, after putting on the hat, the main character asserts, "I really regretted It. I was shifted into the viking's age," foreshadowing disastrous events to come.

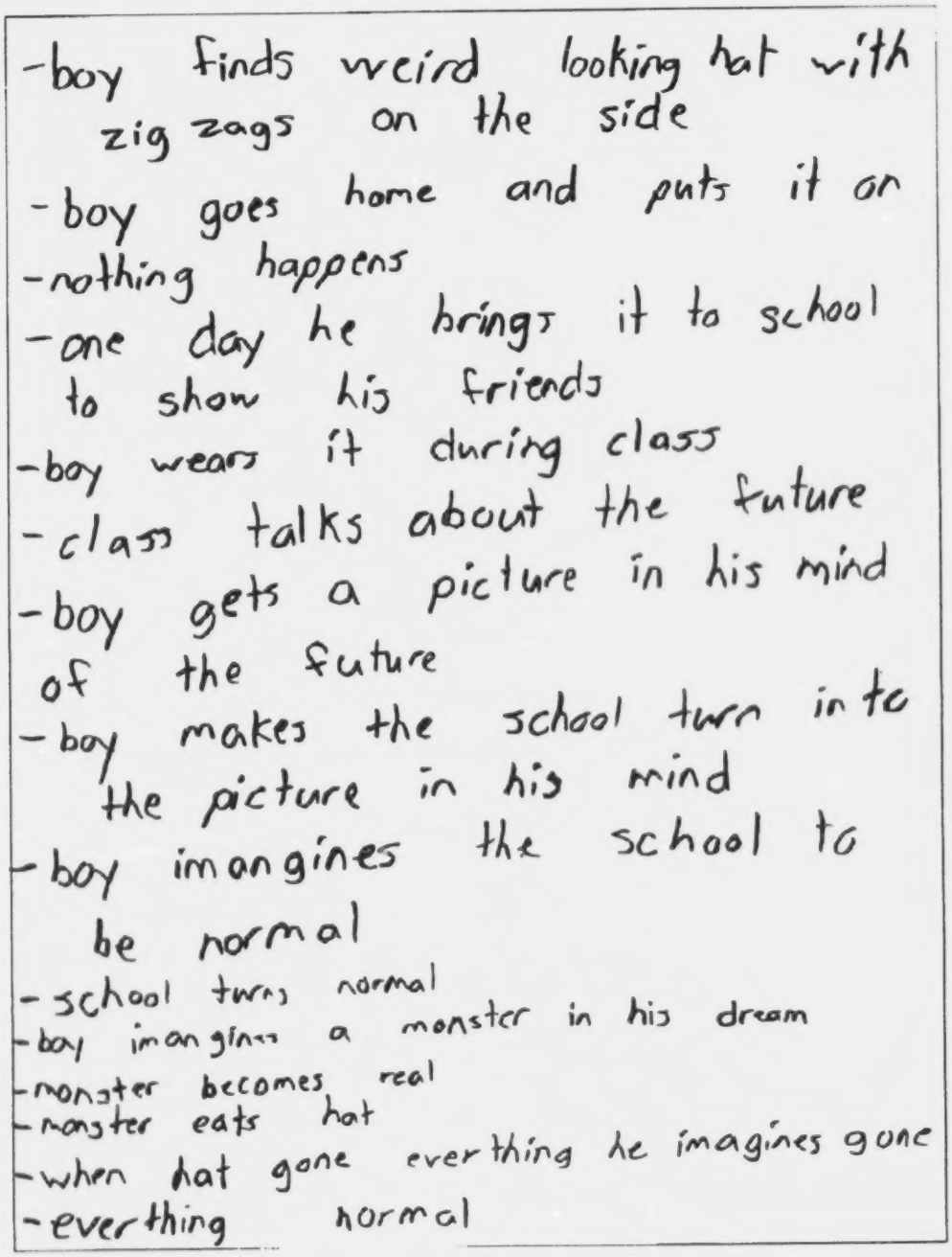
The story abounds with specific adjectives and nouns, such as "the green, glowing crater," which enable the reader to create vivid visual images. In addition, strong verbs are used to create specific images and to enhance the mood of the story. For example, the reader is easily able to visualize the urgency of the protagonist when he/she "thundered in to buy" the hat.

For the most part, the writer correctly uses writing conventions. The few spelling errors that are present show that the writer is appropriately applying phonics rules to spell unfamiliar words, for example, "beutiful" is spelled without an "a."

Student Sample B

When planning the story, the writer lists the events in the story. The plan is followed quite consistently.

IDEAS/PLANNING


-boy finds weird looking hat with zig zags on the side
-boy goes home and puts it on
-nothing happens
-one day he brings it to school to show his friends
-boy wears it during class
-class talks about the future
-boy gets a picture in his mind of the future
-boy makes the school turn into the picture in his mind
-boy imangines the school to be normal
-school turns normal
-boy imangines a monster in his dream
-monster becomes real
-monster eats hat
-when hat gone everthing he imagines gone
-everthing normal

The Magic Hat

(Title of your writing)

One bright and sunny day a boy named Al was walking down the hard, cemented sidewalk from school. All of a sudden a glowing, weird looking hat caught Al's attention. The hat had a designn of yellow zig zags on the side and a thing sticking out of the part where the chin should go. Al thought it looked neat and took the weird looking hat home with him. Since the hat was so weird looking Al thought it was magical. He put on the heavy hat, and nothing happened. The next sunny day Al brought the hat to school to show his intelligent friends. All his friends said, "I wish I had a hat like that!" and, "Does it do anything?" Al didn't listen to them In class Al wore the hat. His friendl teacher, Mrs. Rose told the class to think about the future and what might change. Al thought, and soon got a picture in his mind of colorful floating cars and robots

everywhere. The hat glowed brighter then before and the whole school turned into what he imagined. Al imagined the school being normal again and the hat glowed like before and the school was normal with the old grey walls again. Al soon noticed that what ever he imagined, the hat would glow and make the imangined picture come true! At night Al dreamt of a frightening looking monster wrecking the house. The hat glowed and a 5 meter, frightening monster appeared right in front of Al's comfortable bed! The moster gave an enormous groan and that made Al even more scared. Al imangined as hard as he can a spear in his hand. The hat gave another bright glow and a spear popped into Al's hands. The monster noticed that when Al put on the hat it would glow and an object would appear. Al took the spear and pointed it at the 5 meter monster. The

monster backed away. Al pointed the spear at the monster again. and it backed away. Al kept repeating the same action until the monster was outside. The monster gave a big groan and that scared Al. Al dropped the spear and tried to imangine a tank with himself inside. The monster grabbed the hat from Al's head before it began to glow. The monster thought for a while if it was all right to eat it. With a quick flick of the wrist, Al grabbed the hat back. He imangined the tank with him inside. But Al then thought that wasn't a smart move. Al didn't know how to drive and there were too much buttons! The monster punched a hole in the tank and took Al out. The monster took the hat off Al's head and ate it this time before Al could take it and imagine something else. The monster, spear and tank glowed. Then out of nowhere a beam zapped the monster, spear

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and tank. Then they disappeared. But the monster was gone and the hat wasn't. Then an U.F.O. came and another beam zapped the hat. The hat disappeared into the U.F.O. Then a voice that sounded like an alien said, "Thank you for taking care of our hat! We'll reward you with this bag of gold!" The voice disappeared, the U.F.O. was gone and a bag of gold appeared in his hands. Al felt proud and puzzled. As the U.F.O. disappeared Al said to himself, "I thought there were no such things as U.F.O.'s." He took the gold and went back to sleep. Now everything was normal. But since there were damages made by the monster Al had to pay for it with his gold. Now he dosen't have anymore gold.

The End

Commentary, Sample B

One of the strengths of this story is the colourful language that is used. Most nouns are qualified with specific adjectives such as "frightening" and "enormous," and expressions such as "with a quick flick of the wrist, Al grabbed the hat" and "a beam zapped the monster, spear and tank" help the reader to create vivid images while reading.

In addition, the writer has begun to revise the story, adding adjectives and prepositional phrases to make the story more interesting and clearer for the reader. For example, using a caret, the writer changed the story so that only Al's "intelligent" friends were shown his hat.

There are no unexplained events to puzzle the reader of this story, as the writer provides reasons for characters' actions, either through direct explanation or through voicing characters' thoughts. For example, Al expresses his regret at imagining a tank to free him from his struggle with the monster because "Al didn't know how to drive and there were too much buttons!" In addition, the writer uses foreshadowing to prepare the reader for the magical events that happen by explaining that "Since the hat was so weird looking Al thought it was magical."

Suspense is created as Al's attempts to escape the monster are thwarted more than once by the monster's guile. There are many imaginative twists in the conflict between Al and the monster, and all of the events are consistent with the magical context established by the writer. Even the appearance of a U.F.O. is believable because the writer skillfully uses dialogue to explain the relationship between the occupants of the U.F.O. and the hat.

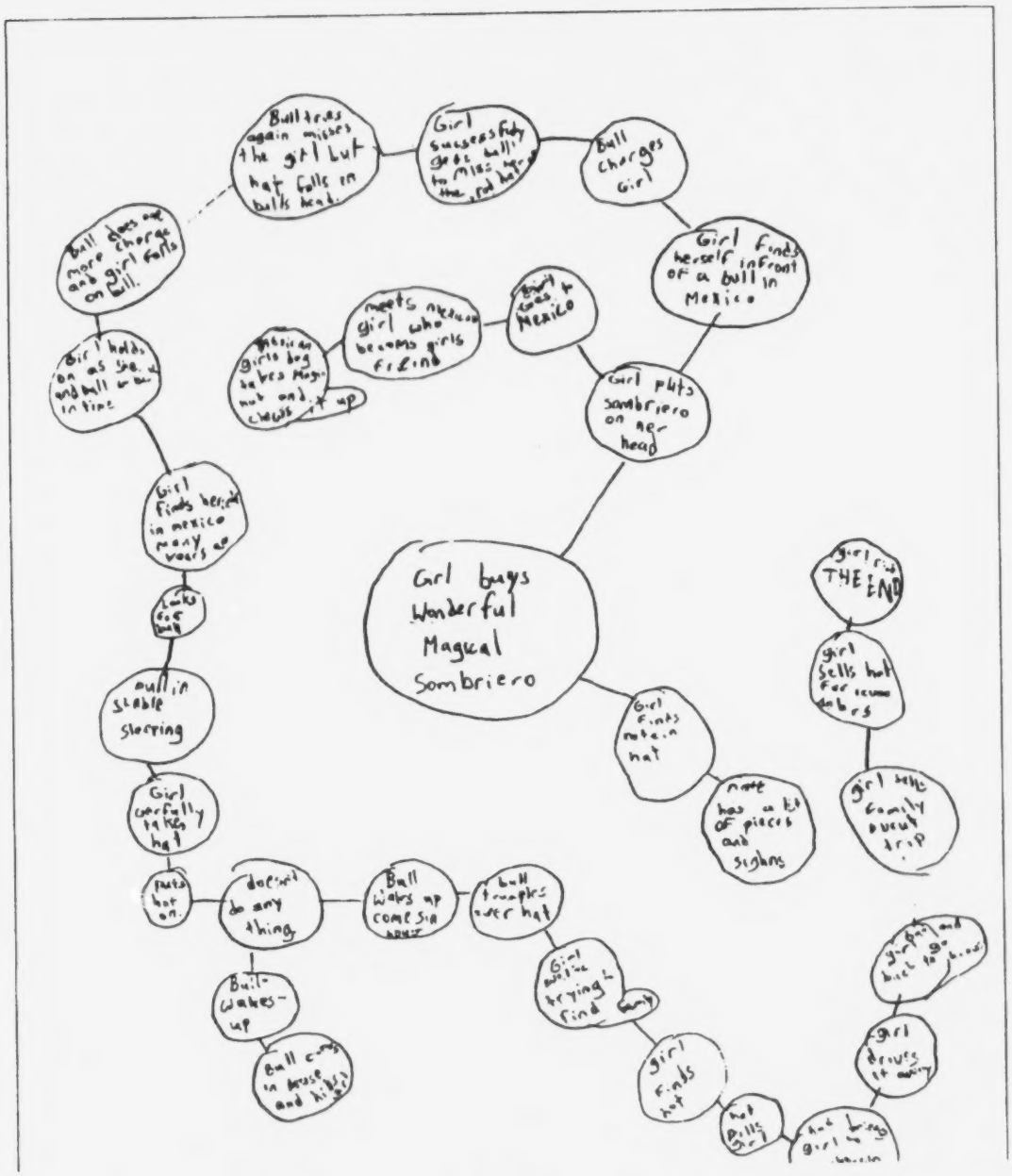
The events are brought to a satisfying conclusion, as the monster is punished for eating the hat and Al is rewarded for taking care of the hat. Indeed, the writer ties up all of the events by explaining that Al has to use his gold to pay for the "damages made by the monster" in their struggle. In this way, the story shows a circular pattern, as Al ends the story in the same condition in which he started: without the gold or the hat.

The writer effectively uses a variety of sentence types and punctuates them correctly. By underlining the word "desighn" the writer shows an awareness that this is not the correct spelling. However, because the silent letters are present in the writer's spelling of the word, it is evident that this word has been encountered while reading.

Student Sample C

When planning the story, the writer uses a web to connect a series of possible events to include in the story. As the story develops, some of the events are omitted or changed as the writer apparently decides that they are no longer appropriate for the story. In this way, the writer's planning page and story illustrate the thinking process that is involved in writing, as the writer revises the initial plan while writing and then revises the story by adding more specific words and expressions.

IDEAS/PLANNING


Girl buys Wonderful Magical Sombriero
Girl puts sombriero on her head
Girl goes to Mexico
Girl finds herself in front of a bull in Mexico
Bull charges Girl
Girl successfully gets bull to miss red hat
Bull tramples over hat
Girl finds hat
Girl drives it away
Girl sells hat for some dollars
Girl finds notes in hat
Girl finds herself in mexico many years ago
Girl carefully takes hat
Bull wakes up
Bull in stable snoring
Girl puts hat on
Bull wakes up
Girl finds hat
Girl sells hat for some dollars
Girl finds notes in hat
Girl takes family ducks trip
Girl finds herself in mexico many years ago
Girl carefully takes hat
Girl puts hat on
Bull wakes up
Bull tramples over hat
Girl finds hat
Girl drives it away

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THE TRIP TO MEXICO

(Title of your writing)

One day a young girl named Jenifer bought a wonderfull, magnificant ~~hat~~ sombrero from mexico. The girl couldnt wait to put on the hat any longer. Jenifer ~~put~~ fitted it on her head. Suddenly colerful swirls surrounded her. "Help!" ~~Screamed~~ "Argghh!" Jenifer as she ~~stood~~ floated around in the hurricane full of coler ful swirls. Soon she landed with a "THUD!" on the hard cement. She stood up on her wobly feet amaized to see she was right in front of a bull in mexico! Jenifer swung around a red sheet she had found in her buns hands. The crazy wild bull scraped his feet on

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the ground as he "Snorted" away. "Is this the end? Will I ever see my parents again?" Jenifer thought as the bull took a final 'snort" and charged at Jenifer. The bull bull missed me! He was ~~going~~ charging ~~at~~ ~~for~~ the red sheet!" Thought Jeninifer ~~trapp~~ gleefully. She didnt notis the bull charging from behind her. That time he charged he had a pefect aim at Jenifer and scooped Jenifer right up on to his back! (Luckily he didnt hurt Jenifer!) Jenifers hat had ~~gotten~~ fallen on to the bulls head. "Help!!" Screamed Jenifer. "NO" yelled back the croud "Yes!" yelled Jenifer back. "NO!" "YES!" "NO" "Yes!" yelled

Jenifer one last time "Go help her!" Yelled the speaker man. Some clowns came causiously out of the crowd. "Here bully bully bully" squeeked one clown. The bull turned away from Jenifer and raced towards the clown. "Now's my chance!" Jenifer thought. She ran up the squeeky wooden stairs to the crowd. Jenifer happily remembered that her mother would be there that day on a vacation. "Mom! Mom! Its me Jenifer!" Jenifer yelled. "Jenifer?" asked familiar a voice behind Jenifer. "Mom! There you are!" yelled Jenifer spinning around. Jenifer's mom ~~looked~~ stared at Jenifer for atleast an hour wondering "How the heck did she get here?"

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"Did you see me fighting that bull?" asked Jenifer. "That was you?" "Yeah!" yelled Jennifer back to her mom. "Lets go home!" Jenifers mom said still amaized her dauter was fighting a bull So they whent back home without the sombriero since Jenifer never wanted to see it again. Jenifers storie became known as a fairy-tale that Jenifers family passed on until I came along and wrote thas story!

THE END

(As for the clowns and the bull- The bull had been caught in a net and put in a ~~circus~~ wonderful Curcus! The clowns never did

rest till they were sure ~~he~~ the bull was gone.!)

NOW The REAL

THE END finaly!

(The cicus trained the bull to be like a lion!)

NOW MABy This is

THE END

Commentary, Sample C

Taking a playful approach toward writing, the writer uses features of print, such as underlining words and capitalization of all letters in the word, "THUD!" to emphasize certain ideas. In addition, the writer appears to tease the reader by making three attempts to end the story, adding details in a postscript and then promising that it is "NOW The REAL THE END finaly!" and later adding another postscript, hinting that "NOW MABY This is THE END."

The writer uses specific verbs such as "scraped" and "squeeked" and colourful adjectives such as "wobly" to help the reader create vivid images while reading. In addition, the writer creates strong images through descriptions of the actions. For example, after Jenifer donned the sombrero, "suddonly colerful swirls surrounded her" and "she floated around in the hurricane full of colerful swirls." In addition, many revisions are made where general words, such as "put," are replaced with more specific words, such as "fitted." These revisions show that the writer has a strong sense of audience, wishing to make the story more interesting for the reader.

Suspense is created through the voicing of the main character's thoughts, as Jenifer questions, "Is this the end? Will I ever see my parents again?" The writer skillfully builds on this tension by saving Jenifer from injury when charged by the bull the first time and then allowing the bull to "scoop[ed] Jenifer right up on to his back" in his second charge. Tension is further developed in the volley of words between Jenifer and the crowd.

The writer relates the bull-riding events at rodeos to the bull-fights in Mexico and uses the rodeo clown to save Jenifer from the charging bull. The story is brought to a satisfying conclusion as Jenifer returns home with her mother, who is in the stands, having travelled to Mexico for a vacation. The writer recognizes that the reader might find this coincidence somewhat difficult to believe and describes Jenifer's mother's amazement at finding her daughter in a bull-fight in Mexico.

Loose ends are tied up in the three endings, as the reader finds out that Jenifer leaves the sombrero in Mexico and that the bull is caught by the clowns and trained "to be like a lion" in a circus. Showing an understanding of the oral tradition of folklore, the writer explains that this story is a fairy tale that has passed through Jenifer's family until the writer records it.

All of the elements of the story, including the sentence structure, punctuation, and spelling, show that the writer enjoys experimenting with language. It is evident that the writer uses sentences of certain lengths and types in order to communicate the ideas and emotions he/she wants to express. Similarly, the writer uses exclamation marks, question marks, brackets, and other punctuation marks to evoke the desired response from the reader. The spelling errors that are present show that the writer uses specific language that is appropriate for the story and, therefore, is not daunted by the spelling of unfamiliar words. Confidently taking risks in order to express ideas and feelings, the writer ensures that his/her voice is strong throughout the story.

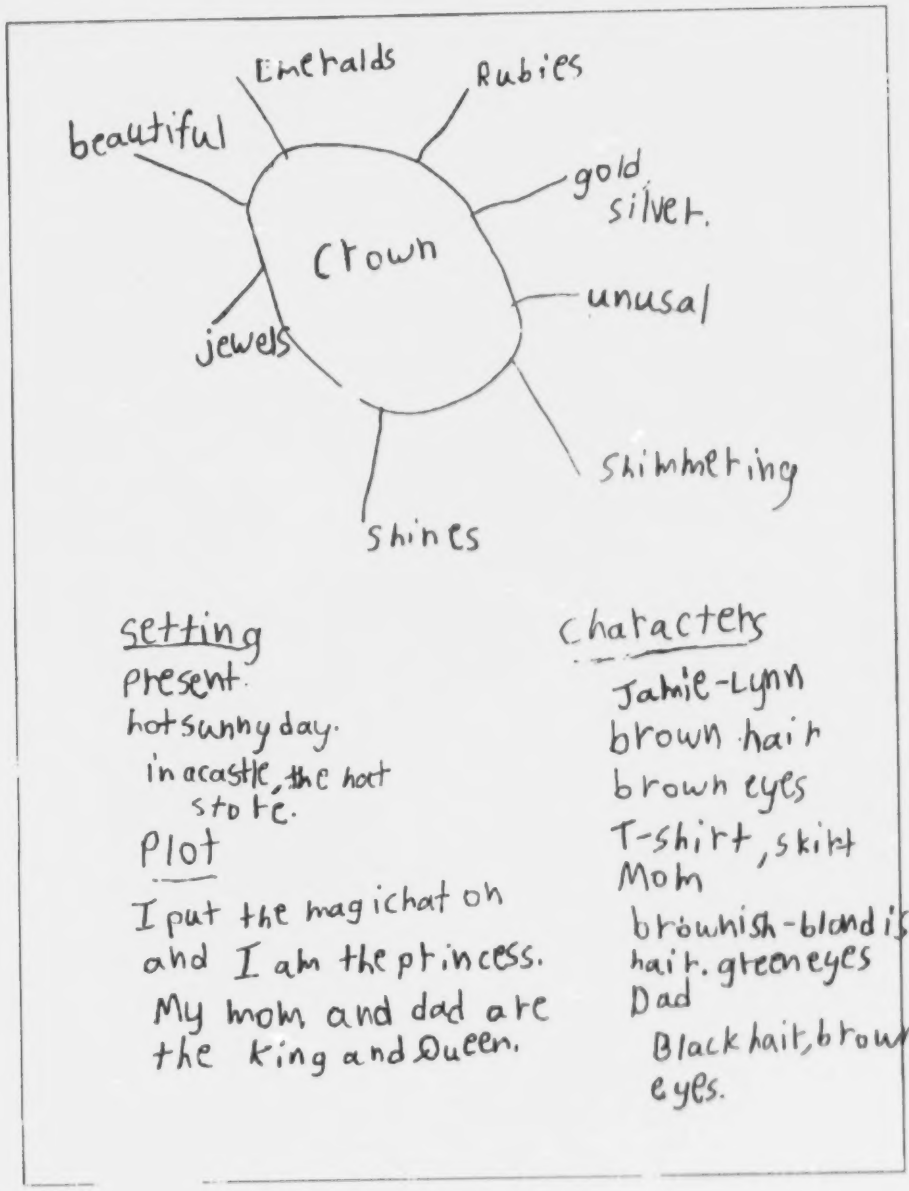
Developmental Issues

Through their writing, the Grade 3 students demonstrated the various stages of their language learning. As illustrated in the samples presented in this booklet, some students demonstrated mastery of more complex elements of composition, while others showed varying degrees of success in controlling more basic elements.

Regardless of their stage of writing development, most students confidently experimented with words, sentence structure, and concepts in an attempt to communicate their ideas to the reader. In addition, there were commonalities in some of the strategies that students used to meet the demands of the writing task. These common writing strategies are presented in the following discussion.

Developing Plans to Organize Writing

IDEAS/PLANNING



Students used a variety of strategies, such as webs, lists, or charts, to plan their stories. As illustrated in the example, the students' plans provided information about characters, the chosen hat, the setting, and the initiating event. Generally, the students' plans did not include the endings for their stories. However, because it is often difficult to initiate a story, the plans carried students past the initial hurdle in their writing and provided direction for their stories.

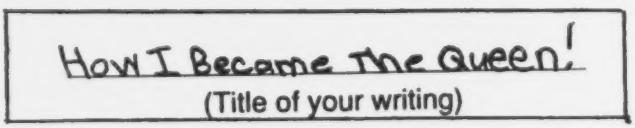
Including Key Features of Stories

Typically, the students' stories begin with a description of the main characters' encounters with the selected hats. The subsequent events follow the typical structure of stories, as characters embark on a circular journey, leaving their homes, experiencing challenges, and then returning to their homes. Students' awareness of story structure is likely based on a wealth of background experience with literature.

Using Approximate Spellings to Keep Ideas Flowing

Viewing writing as a meaningful way of communicating their ideas to others, students attempted to make their stories more interesting for readers by experimenting with specific words and expressions. They were not limited to the use of words that they knew how to spell, and applied their knowledge of phonetic generalizations to write the words that best expressed the ideas they wanted to communicate. Many examples of creative and inventive spellings have been identified in the samples presented in this booklet.

Using Titles to Indicate What is to Come



As illustrated in the example above, some of the titles that students gave to their stories foreshadowed the key ideas of the stories.

However, in most stories, the titles included descriptions of the hats that were selected, rather than the key ideas of the stories. This likely occurred because the students wrote their titles before beginning their stories. Thus, the hats they had selected were foremost in their minds at the time. If students were encouraged to write titles after finishing their stories, their titles may reflect the main idea of the story more effectively.

Using Dialogue

Example A

He had white hair and a robe around him with stars and moons on it. He looked like a wizard without his hat. Just then he said, "Where did you get that hat boy." "I found it in the sand," I said. "Well come on in". "Thank you". I went inside and saw some stairs that must have been a mile long. He led me down it. once we got down we went into a big room. "This is my house", the man said. "If you wouldn't have found that helmet you would have died for good. Even my spells couldn't heal you. There is a magic scorpion that when you go past a magic invisible line, It will crawl up your leg without you knowing and kill you, but if you have that hat on hat on it will be dead instead of you." "I'm sure lucky", I said.

It appears that students used dialogue for two purposes in their writing. Some writers used dialogue to provide information that advanced the plot, as illustrated in Example A. Here, much of the explanation about the magician's spells is provided in the exchange between the main character and the magician, rather than by the writer.

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Example B

"Bedtime!" my mom yelled up the stairs. "It's 9:30!"

"It's a free country and we can do what we want, when we want to do it!" I yelled back.

"I said, GO TO BED!!" my mother screamed as loud as she could.

For the most part, however, students used dialogue to carry out everyday exchanges among children or between children and adults. These exchanges provided information about the characters, but did not necessarily advance the plot. In example B, the dialogue illustrates the relationship between a boy and his mother but does not contribute to the boy's experiences while wearing a Viking helmet.

Awareness of Audience

Revising Writing

Some Grade 3 students showed an awareness of their audience by revising their writing to include more specific language that would capture the interest of their readers. Examples of students' revisions are found in the Additional Sample Papers section of this booklet.

For the most part, however, students' writing did not show evidence of revisions. This may have been a result of the imposed time constraints.

Onceapon a time, there was a beutiful princess. She had pretty gold hair. It was curled on the bottom, and up to her hips. She had a hole trunks ful of hats. The prettiest one she had, had 35 jewels on it. It was a queens hat.

One day she went to go visit the prince. The prince has a pet dragon. But the dragon swallowed soap, so when he tries to breath fire, he blows bubbles.

When she got there her hat started to fly.

Some students provided interesting details about characters, settings, and events that helped readers to follow the flow of the story.

However, as illustrated in the example above, many students appeared to forget that their readers did not know what the writers were thinking as they wrote their stories. In this story, the writer provides many details about the main character and her hat, but the reader does not know why the hat started to fly. Parts of the story are confusing because readers must fill in the gaps left by the writer.

To foster an awareness of audience, students should be encouraged to read their drafts and polished writing to their peers and teachers, inviting questions about aspects that are not clear to their audience.

The Talking Hat.

(Title of your writing)

Dear Mom and Dad,

I want to tell you about a magic hat. Some friends of mine called Jessica, Melissa, Oliver and Nicole wanted a place in the country where they could keep their horses. Nicole went for a drive in the country and she saw a cabin on a lake. She really liked it so she went home and called her friends Everyone went to see the house

Though most students chose to use a narrative format to communicate their ideas, some students used a letter format. Generally, as shown in the example above, the letters that students wrote were narratives with a greeting and a closing. In this example, the writer begins by addressing the audience of the letter. However, the immediacy of the letter format is lost when the narrative begins.

It appears that students found it difficult to complete the assigned task using the personal format of a letter. This indicates a greater experience in writing narratives than in writing letters.

Performance-Based Assessment: Three Case Studies

As part of Alberta Education's broadened assessment initiatives, a sample of 594 Grade 3 students from across the province participated in the Language Learning Performance-Based Assessment (PBA). This activity-based assessment, using actual books, was developed by Grade 3 teachers to assess a broad range of reading and writing skills and to support classroom instruction. Students remained together as a class in their regular classroom setting, with both their teacher and the assessment administrator present. By engaging students in hands-on book reading followed by writing, we hoped to obtain valuable information about how well students explore, construct, and communicate meaning.

Book Activity

The reading component required students to choose a book from a given selection. A range of titles was provided, all considered by Grade 3 teachers to be appropriate for their students. Several titles were included for students who needed reading material at a slightly lower level. After reading, students responded to a series of open-ended questions, which required them to:

- predict
- ask questions to set a purpose for reading
- identify key features of stories
- retell events
- infer characters' motivations for behaviour
- relate aspects of the story to personal experience
- express opinions about the story
- draw pictures of images created while reading

Students chose from a selection of 13 picture books. They were given as much time as they needed to complete the assignment.

Writing Activity

The writing component required students to write their own story, letter, or series of diary/journal entries using an idea they might have generated while reading the book during the reading component. Students brainstormed ideas in small groups with others who had read the same book. They were instructed not to retell the book they had read but simply to use an event, setting, character, or other story feature as a springboard for their own writing.

Case Study 1: Not Yet At Grade Level 3

Book Activity

The following responses are representative of those that are **not yet at Grade Level 3**. In this sample, one student has responded to the story, *Farmer Duck.*

Predicting (2)*

A. What do **you** think will happen in this story?

I think that in this book I Thinr The Duck is going To Be a Farmer

The student restates the title. This prediction is confirmed by the picture on the book cover of a duck hoeing a cultivated field.

Asking Questions to Set a Purpose for Reading

B. *I want to read this book to find out* if he goes Free

Several illustrations in the book show the duck working in the farmer's house, and the student wants to know if the duck will be freed. Perhaps the student's experience is that animals have been mistreated in captivity and should be freed.

*All reporting categories on both the reading and writing components of the performance-based assessment were marked on a scale of 1 to 5. Due to limited space, we have not included details of the scoring criteria. We have, however, indicated the mark awarded for each response. Responses to question B and the students' drawings were not scored. For more details about the scoring criteria, please contact the Student Evaluation Branch.

Identifying Key Features of Stories (2)

C. Now fill in this story chart:

Beginning

Characters: The FARMER Duck Cow
Sheep Hens

When do you think this story happened? _____

Where do you think this story happened? _____

Middle

Problem: The FARMER Stad in bed all day and made The Duck do The work.

What did the characters do about the problem? The cow and The hands and sheep cort The ferner away

End

How did the story end? The Sheep The cow and The hans cate The FarmeR away

While the characters in the story are correctly identified, the student does not provide information about the story's setting. Though the student provides only a general description of the problem and its solution, it is clear that the student understands the gist of the story. However, the student does not reveal an awareness of the ways in which the animals' lives changed after they chased away the farmer. The student considers the chasing away of the farmer as both the solution to the problem and the end of the story.

Retelling Events (2)

D. List just the **important** or **main events** in the order that they happened.

The first important or main thing that happened was The Duck Brut the fermer Back is in bed

Then he Brut The Sheep from The hills and Brut the cow for a wake

After that The fermer Sade how how goes To work. The Duck answered Quack.

Finally The 3 anmls cabt the fermer away

The student appears to base the retelling of events on the illustrations in the book, as the first important event, according to the student, is the duck bringing the farmer breakfast in bed. The next events that are described are those that are found on subsequent pages in the book, indicating that the reader has difficulty in distinguishing between main and supporting events. Perhaps the student thinks that each page contains an important event.

Consistent with the previous response, the student identifies the chasing away of the farmer as the final event of the story.

Inferring Character's Motivations for Behaviour (1)

E. What caused the main character in this story to act the way he or she did?

The Duck was Trit bad

Though the student recognizes that the farmer's cruel treatment of the duck brought about the events in the story, the general statement that "The Duck was [treated] bad" provides little information about the duck's motivation for its behaviour. Readers of this response must infer that it was the farmer who treated the duck badly and that the duck and its fellow farm animals chased away the farmer because of his treatment of them.

Relating Aspects of the Story to Personal Experiences (2)

F. Write about something this story made you think of that has happened to you or to someone you know.

Sometims my Friends Tret me bad

The student focuses on the previous response and indicates empathy for the duck because the reader, too, has been treated badly by friends. However, the student provides no details to elaborate on this "bad" treatment.

Expressing Opinions About the Story (2)

G. How do you feel about this book? Write about why you liked or did not like this book.

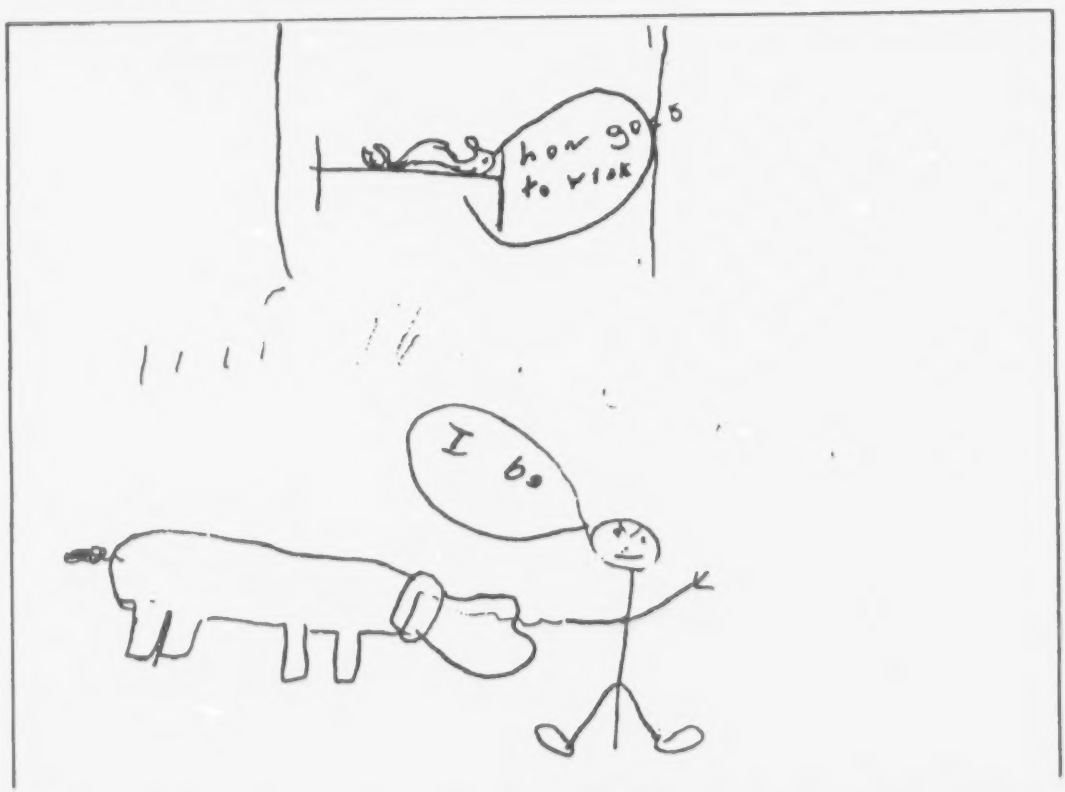
I like This book because
it has a lot of afer

The student expresses enjoyment of the story, however, the reason for the student's enjoyment is unclear.

Drawing Pictures of Images Created While Reading

When You're Finished

If you would like, draw one of the pictures that you saw in your mind as you read this book. Please draw a different picture than the ones already in the book.



In a fairly detailed drawing, complete with dialogue balloons, the image drawn by the student shows the gist of the story, in that a slothful character, the farmer, commands other characters, the animals, to do all of the work on the farm. However, it appears that the student reverses the roles of the duck and the farmer.

Writing Activity

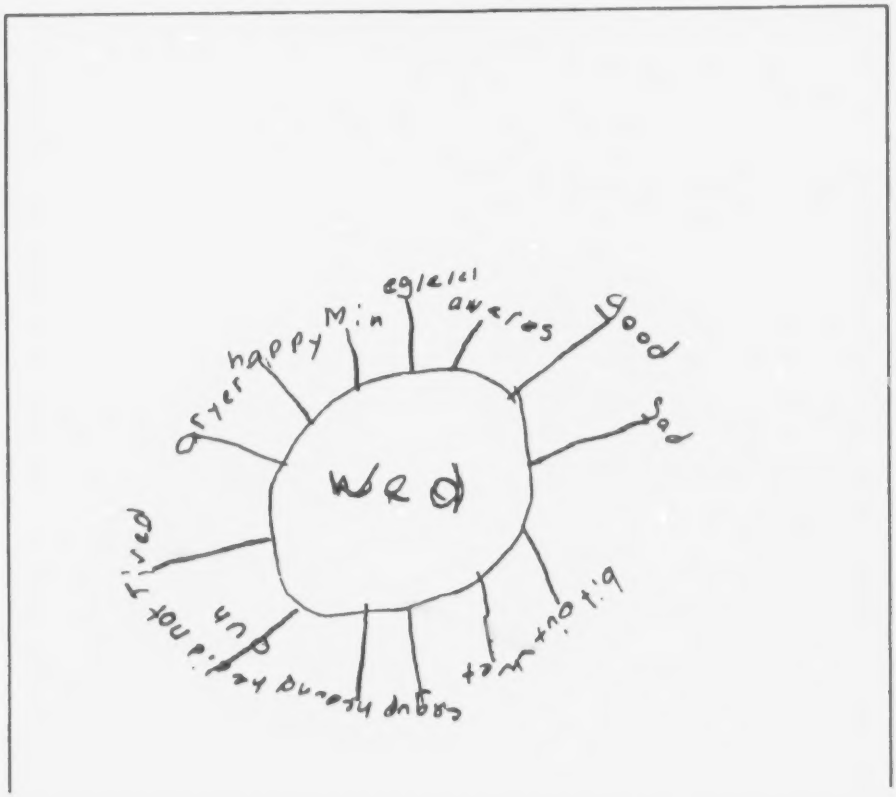
The following story, written by the student who responded to *Farmer Duck* in the previous Book Activity section, is representative of papers that are **not yet at Grade 3** in most scoring categories.

Relationship to *Farmer Duck*

As in the story *Farmer Duck*, the characters for this story are a farmer and his domestic animals. However, unlike the farmer in *Farmer Duck*, the farmer in this story looks after his livestock.

Ideas/Planning

IDEAS/PLANNING



To the word "wed," for web, the writer has connected some general adjectives, such as "good," together with some words that are difficult to determine because they are not spelled conventionally. The writer has used the word "wed" in the title as well as in the story ending. The adjectives on the planning page do not appear to be related to the events in the story.

The Fermers wed

One happy Srping moring a Fermer Sod I'm going To feed The cow I will de Back To Feed The cins and The Shppy. The cow The cins or The Shppy weld eat Ther food Thay most de sike but Today Shy is going To The Dicker But The cow The cins or The Shppy weld eot Ther foodr. So we are dring Them To The becker but No Buts we are Bring Them to the becker, it will Not Fite in The car But They will Fite in The Traeller. But wite one The one The house ge in But we are Bring The hevse To The Fare To marer But. Somethind is ruge whit Thim But we will net have The traller for To

morer we will Take The Next door Nader house Traller. But Thay are going To we will Put our house in whit Tars house But what if Thay do not ger a long good so What all we are doing is going to a Fare Tomorer The fare is a frae a way But we got to get To The Fowe Fare sare we get to ge These anmls to The dester be fo Thay diy But what ander The cat in The house So what adut so he will gat away Ther was spie wed in The traver But Thers Know The anme fall a Sleep on wed had some sura of Purer and made The anmls get Bet- er But The Pipple did hot know That Thay wher Betrer But The Pepper got Ther and open The housis traller The answer

were juneing a rude so the

pepple live hpleh ever ater

Content and Development (2)

A descriptive beginning introduces the story's character, setting, and problem. A farmer attends to his daily chores, finding that this will not be an ordinary morning because the animals show signs of illness.

Most of the subsequent events relate to the development and solution of the problem. For example, the two speakers debate the wisdom of taking the animals to see a doctor and decide that a trailer must be used as the animals will not fit in a car. Additional complications are introduced, because the trailer is needed the next day to go to the fair, and there is a concern raised about the cat running away while they are gone. These complications appear to be unrelated to the solution of the problem. However, if readers are able to accept that a web with special powers could cure the animals, then these complications contribute to the story as the problem is solved while the farmer goes to great lengths to debate how to solve it. In this way, the writer provides a surprise ending that does solve the problem in a satisfactory manner, though a typical story ending, "the pepple live hpleh ever ater," is used.

Use of Language (2)

Many ideas, such as the refusal of the animals to eat, are repeated in ways that are tedious rather than being effective in evoking emotional responses from readers. For the most part, simple sentences are used, though there is some use of conjunctions to connect thought units. The introduction contains fairly specific language, such as "One happy spring morning"; however, in the remainder of the story, general nouns and verbs are used.

Conventions (1)

The story is confusing to read because capital letters are used indiscriminately, for unconventional purposes. In addition, because the dialogue is not punctuated with quotation marks and the speakers are not identified, it is difficult to determine who is speaking and to follow the flow of the conversation.

In many words, a number of the sounds are not represented by letters, so readers must use the context of the sentence to determine what the words are. For example, the writer spells "chickens" as "cins." In several places, the sound units are represented out of order; for example, "sheep" is written as "shppy" and "far" appears as "frae." Readers are further confused because the spelling of words such as "doctor" changes throughout the story, and spelling rules are applied inconsistently. In addition, letters are occasionally reversed, further frustrating readers in their attempt to make sense of the story.

Case Study 2: At Grade Level 3

Book Activity

The following responses are representative of those students who are **achieving at Grade Level 3**. In this sample, one student has responded to the story *Junk-Pile Jennifer*.

Predicting (3)

A. What do you think will happen in this story?

I think that in this book the girl calld jennifer will find a junk pile. I think there also be a space ship.

The student uses information from the title of the story, *Junk-Pile Jennifer*, to predict the name of the main character and an action that she will carry out in the story. In addition, the student predicts the appearance of a spaceship. By using this information, the student shows an awareness that titles and book covers foreshadow events in the story.

Asking Questions to Set a Purpose for Reading

B. *I want to read this book to find out* If jennifer stays home when she comes back from space.

Though the title refers to a junk pile, the student focuses on the pictured spaceship when setting a purpose for reading. The student appears to draw on the story illustrations, as well as background experience with stories about spaceships, where protagonists are carried away in spaceships and then returned to their homes at the end of the story. The student predicts that this story will follow the familiar pattern and extends the story by wondering whether the protagonist will actually stay at home, once returned.

C. Now fill in this story chart:

Beginning

Characters: Jennifer Captain Astroblast
mother father

When do you think this story happened? on a school day
Where do you think this story happened? at jennifers house

Middle

Problem: Jennifer collected junk and her hole room was full of junk and she started puting it in the house.

What did the characters do about the problem? Captain Astroblast crashed and jennifer fixed his space ship with her junk and her junk was gone.

End

How did the story end? Jennifer didn't collect junk anymore.

The student accurately identifies the main characters and the setting, as well as the problem and the way in which it was solved—through the repairing of Captain Astroblast's spaceship. When identifying Jennifer's response to the problem, the student does not mention Captain Astroblast's giving Jennifer a damaged pink flamingo to begin her next junk pile.

Retelling Events (3)

D. List just the important or main events in the order that they happened.

The first important or main thing that happened was Captain Astroblast crashed in jennifers backyard.

Then Jennifer fixed captain astroblasts space ship.

After that All of her junk was gone.

Finally She didnit collect junk no more.

When retelling events, the student focuses on the crash landing of Captain Astroblast's spaceship and the ways in which Jennifer used the junk from her junk pile to repair the spaceship. The student consistently identifies Jennifer's abstention from junk collecting as the conclusion of the story.

Inferring Characters' Motivation for Behaviour (2)

E. What caused the main character in this story to act the way he or she did?

She just liked to collect juck.

The student focuses on Jennifer's junk collecting when explaining causes for Jennifer's behaviour. Though the story does not explicitly state that Jennifer liked collecting junk, the reader appears to have inferred that Jennifer would only go to such great lengths to keep her junk if she enjoyed collecting it. However, the student does not relate specific actions to Jennifer's enjoyment of junk collecting.

Relating Aspects of the Story to Personal Experience (3)

F. Write about something this story made you think of that has happened to you or to someone you know.

A boy I knew in grade one allway bought hockey cards and didn't stop.

Consistently focusing on Jennifer's uncontrolled junk-collecting hobby as a significant aspect of the story, the student relates an experiences with a peer who could not restrain his hockey card-collecting habits. Although the student does not explain how his peer's behaviour related to Jennifer's behaviour, this connection can be inferred.

Expressing Opinions About the Story (3)

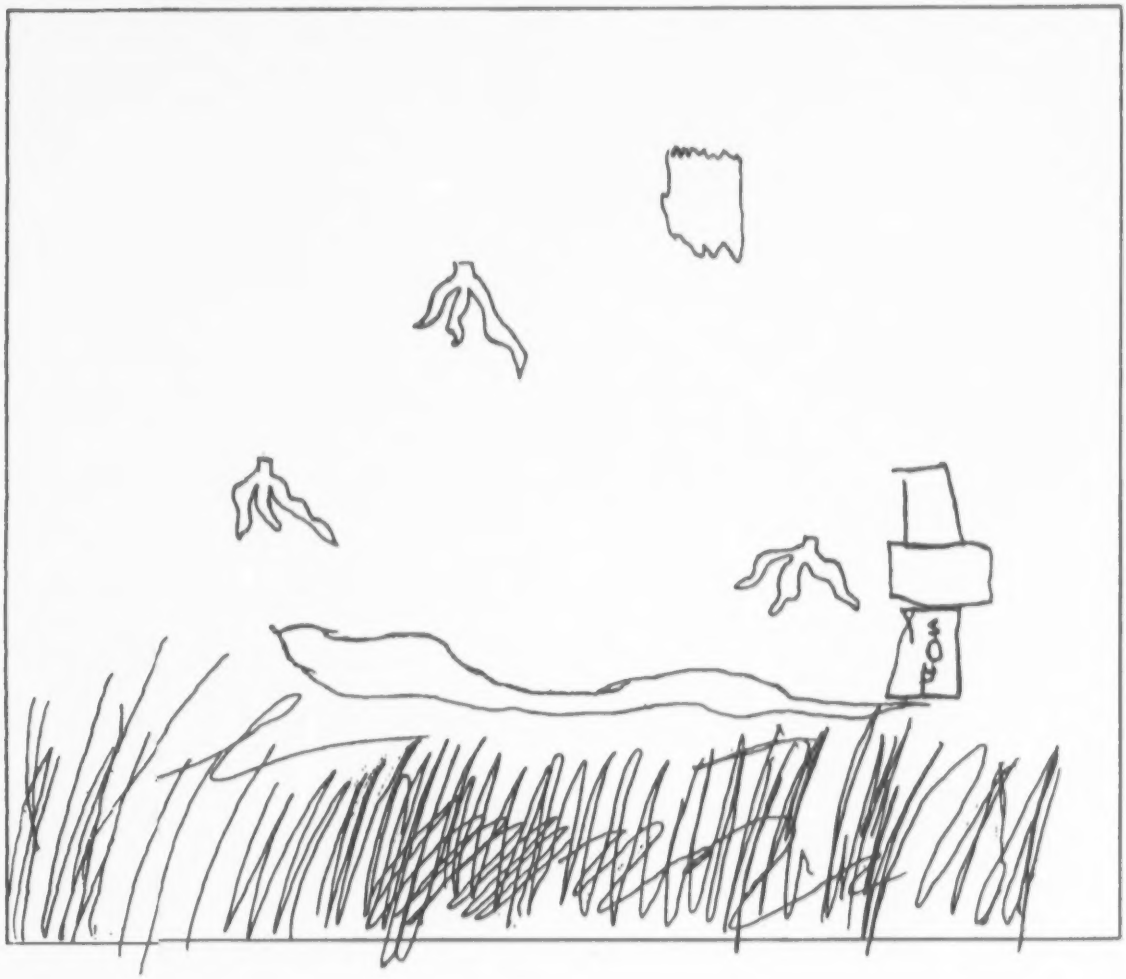
G. How do you feel about this book? Write about why you liked or did not like this book.

I liked this book because it was about space ships.

The student identifies a general interest in spaceships as the reason for enjoying the book. The spaceship was pictured in the book and played an important part in the story.

When You're Finished

If you would like, draw one of the pictures that you saw in your mind as you read this book. Please draw a different picture than the ones already in the book.



The student chose to draw a junk pile. The student's junk pile contains banana peels and soup cans, rather than the non-food items in Jennifer's collection. Directions for the activity have been followed, as the student drew a picture that differed from any in the book.

Writing Activity

The following story, written by the student who responded to *Junk-Pile Jennifer* in the previous Book Activity section, is representative of students who are **achieving at Grade Level 3** in most scoring categories.

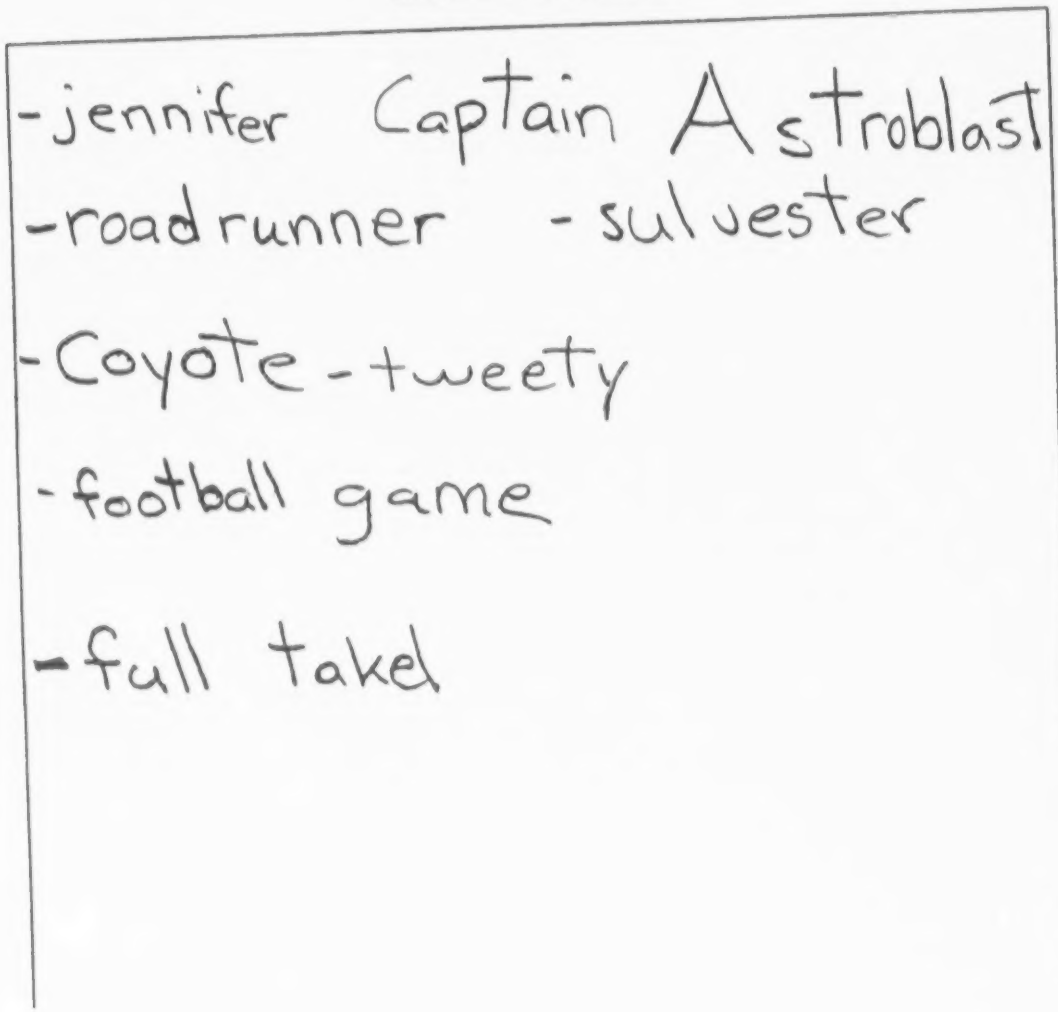
Relationship to *Junk-Pile Jennifer*

The writer uses the names of the main characters from *Junk-Pile Jennifer* in writing the story, but does not refer to any of the events or ideas from the book. In this way, the writer has clearly avoided the retelling of the story from the book. In addition, the writer's use of specific words about football games shows some background knowledge on the topic. It is likely that the writer chose this topic because it was a more familiar one than junk piles and spaceships.

Ideas/Planning

The writer planned the story by listing characters' names from *Junk-Pile Jennifer* and from cartoons. In addition, the context for the story is listed. It appears that the writer initially intended to include a "full takel" in the story but then did not use this detail in the story.

IDEAS/PLANNING



The Most Exsiteing FootBall Game Ever

One day two foot ball teams were play for 1st place in the A divison it was The Roadrunners vs. The Coyotes. On the roadrunners team was roadrunner jennifer and Captain Astroblast. On the Coyotes team was coyote tweety and sulvester plus their back up player

dizzy devil that they will brobaly use lots. The team that got first ball was the roadrunner jennifer huted it to roadrunner who flew across the field like a rokcet. 1 to 0 for the roadrunners. Now road-runner huted it to Captain Astroblast he trew it to jennifer trew it to road-

runner it was a touch down. 2 to 0 now it was the Coyotes team up to hut tweety huted it to Coyote Coyote triped jennifer caughat the ball and started to run she got a touch down. 3 to 0 tweety huted it to sulvester sulvester ran he got a touch down. The final scare was 3 to 1 the roadrunner won.

Content and Development (3)

In the story's opening, the writer goes to great lengths to introduce the key players on the two football teams and to show the importance of the game. Though the back-up player, "dizzy devil," is described as one whom the team "will brobaly use lots," this player is never mentioned again in the story. Apart from this inconsistency, however, the title and all of the story's events focus on one topic: "The Most Exsiteing FootBall Game Ever."

Many of the actions recur throughout the story, as the ball is repeatedly "huted," with touchdowns being scored and the score being altered accordingly. The ending is predictable, as Jennifer's team wins the game.

The names of characters in the story are drawn from cartoons and from the book, *Junk-Pile Jennifer*. Though the score-keeping in the story does not follow conventional methods for football games, many specific details are used that show a familiarity with football. For example, the teams played in the "A division" game and "huted" the ball. It is these specific details that make the story interesting for readers.

Use of Language (3)

The writer appears to consider the completion of each football play to be one thought unit, as simple sentences are used to describe a sequence of actions carried out by the football players, with no conjunctions being used to connect all of the actions that occur. The changing score of the game is used as a thought unit, as well.

Some specific verbs, such as "huted" and "triped," are used to describe actions. By including the simile "flew across the field like a rokcet," the writer helps readers to create a visual image of the action.

Conventions (3)

Capital letters are used inconsistently for proper nouns. Though capital letters are found after every period, it appears that the writer views a sentence to be a series of actions, as the thought units between periods contain more than one subject and action.

The writer spells familiar words correctly and appears to write the sounds that are heard when she/he says unfamiliar words. For example, the word "probably" is spelled "brobaly," and the word "threw" is spelled without the "h." In addition, the writer incorrectly applies spelling rules for adding suffixes to words, as the "p" is not doubled in the word "triped," and "exciteing" is spelled with an "e" after the "t." With the exception of "roadrunner," compound words are spelled as two words.

Case Study 3: Beyond Grade Level 3

Book Activity

The following responses are representative of those students who are **achieving beyond Grade Level 3**. In this sample, a student has responded to the story, *Chin Chiang and the Dragon's Dance*.

Predicting (4)

A. What do you think will happen in this story?

I think that in this book is going to be about a boy how wants to be in a festavial and he is told he won't be in it.

Showing an awareness of the relationships between characters and events in a typical story, the student predicts the character's goal and his problem in reaching that goal. The title does not mention the word "festival." Thus, it appears that the student has drawn on background experience to connect the dragon's dance with festivals.

Asking Questions to Set a Purpose for Reading

B. *I want to read this book to find out* How the other people are? What kind of festavial? What time of year it is? If it is in Japan or China?

The faces of the people in the book, together with the student's awareness that dragon dances originate in Asian countries, prompt the student's question of whether the story takes place in Japan or China. The other questions show that the student expects stories to provide information about story features such as characters, setting, and events.

Identifying Key Features of Stories (4)

C. Now fill in this story chart:

Beginning

Characters: Chin Chiang Grandfather Wu
Pu Yee

When do you think this story happened? New Years eve.

Where do you think this story happened? China.

Middle

Problem: Chin Chang couldn't dance the dragon dance and he was afraid the dragon would get angrey with him.

What did the characters do about the problem? Ching Chiang ran away to the roof of the library and met Pu Yee then the practed until it was time for the festavail.

End

How did the story end? Chin Chiang and Pu Yee danced the dragon dance together and they where very good.

The student shows an ability to synthesize information from the story, selecting specific details that relate to the problem and to the character's internal and external responses to the problem. For example, rather than listing all of the characters in the story, the student identifies only the main characters. In addition, the student provides a specific description of how the characters contributed to Chin Chiang's success in the dragon dance.

When describing the concluding events, it appears that the student made inferences about Chin Chiang's success in the dragon dance based on the crowd's reaction to the dance and Grandfather Wu's toast to Chin Chiang.

Retelling Events (5)

D. List just the important or main events in the order that they happened.

The first important or main thing that happened was Chin Chaing was chossen to be the tail dancer of the dragon.

Then Chin Chaing said he can't dance and ran away to the roof of the library.

After that Chin Chaing meet Pui Yee and the danced until it was time for the festavail.

Finally Pui Yee and Chin Chaing dance the hole night throw

The main events are clearly and concisely described in the student's language, showing that the student has accurately synthesized information from the story. All of the events are related to Chin Chiang's problem and the ways in which the problem was solved.

Inferring Character's Motivations for Behaviour (5)

E. What caused the main character in this story to act the way he or she did?

Chin Chaing acted this way because he was afraid of being laughted at.

Chin Chiang's internal response to the situation is described, showing that the student has inferred from Chin Chiang's actions and thoughts that he feared being ridiculed when dancing with his grandfather.

Relating Aspects of the Story to Personal Experience (4)

F. Write about something this story made you think of that has happened to you or to someone you know.

It made me think of the time I watched my little ponys and clover got stage frite.

The student focuses on Chin Chiang's problem, labelling it as "stage frite," and describing a television show about another character who experienced a fear of being embarrassed in front of a crowd. In this way, the student has transferred the key idea of the story to a familiar context.

Expressing Opinions About the Story (5)

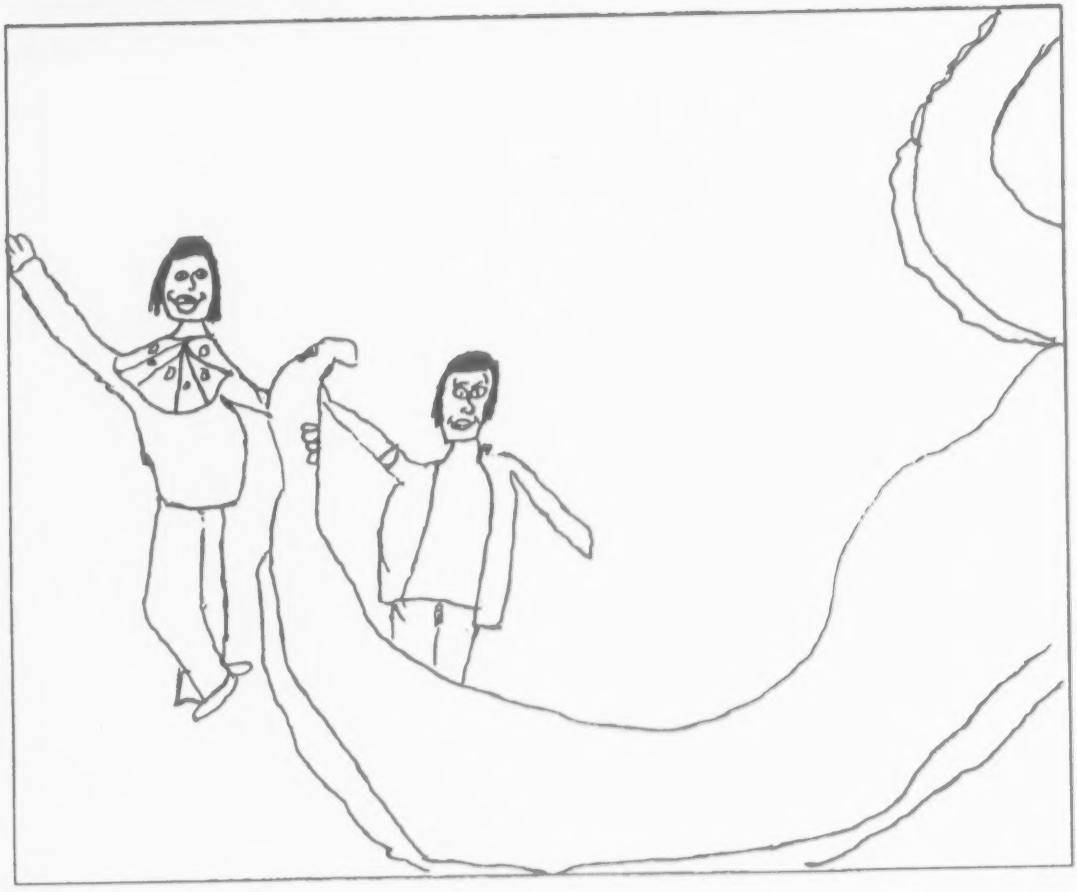
G. How do you feel about this book? Write about why you liked or did not like this book.

I liked it because it told you "you can do it if you think you can."

Once again, the reader focuses on the key ideas of the story, encapsulating the theme with the phrase, "you can do it if you think you can." This theme of the story is appealing to the reader and contributes to an enjoyment of the book.

When You're Finished

If you would like, draw one of the pictures that you saw in your mind as you read this book. Please draw a different picture than the ones already in the book.



The triumphant expressions in the two characters' faces illustrate the story's theme, as Chin Chiang successfully overcomes his fears with the assistance of Pu Yee. The details in the drawing make it clear who each character is.

Writing Activity

The following story, written by the student who responded to *Chin Chiang and the Dragon's Dance*, is representative of those students who are **beyond Grade Level 3** in most scoring categories.

Relationship to *Chin Chiang and the Dragon's Dance*

As in the book *Chin Chiang and the Dragon's Dance*, the initiating event of this story involves family members challenging a child to demonstrate talents in front of an audience. The response of the children in both stories is to leave home. Later, they meet someone who assists them in overcoming their fears of ridicule, and who becomes their friend. Thus, the writer has drawn on the key ideas of the book *Chin Chiang and the Dragon's Dance*, presenting them in a new context.

Ideas/Planning

IDEAS/PLANNING

Girl and Boy
Stage frite
Run away
met eachother
Practice together every day
Get really good
Go to the contest
Wine. fist place
Be friends for ever

When planning the story, the writer outlines the characters, the theme of the story, and the main events. The story follows the outline consistently.

Stage Fright

Yanis was scared her mother was puting her in a contest she didn't want to be in. Her mother was puting in so much of her time into finding a partner for Yanis she didn't do any chores and Yanis had to do them. Fanilly her mother gave up and said to go out and find a partner. So Yanis set of to find a partner. Yanis thought "This is the perfect knack I've bin wating for I won't go home. She wanderd into the forest and sat down. Was runing away relly the answer she could get hert. No she was going to stike to diseshon. So she ate some harrys and went to sleep. When she woke up she felt that someone was nere. To nere. She sut up and looked around. She saw a dark figer loming over nere the bushes. oh! no! It can't be "A-A-A-A-A-A-!" "He-e-l-l-l-l-p" What? "Hello" "Hello" "How are you?" asked Yanis "My name is Lucas

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said the voci "Why are you here?" Asked Yanis "Im runnin away because my dad wants to put me in a contest and I'm afraid. Why are you running away?" Asked the boy named Lucas. "For the same resone." Yanis answerd. "Do you wan't to try with me." Yanis asked "O.K." So all night long they danced and danced and danced. Two days latter . . . . . "Lets go home Yanis, I'm home sike." said Lucas "O.K." So the walked home together and they said "We want to be partners in the contest. So they did. They ended up wining fist place and being friends forever.

Content and Development (4)

The story's title summarizes the central idea of the story, in that the story focuses on the main character's fear of performing in front of an audience and the ways in which that fear is overcome. All of the events are connected to this central idea and lead to an ending where the character wins first prize in the contest and gains a friend in the process.

Characters and their goals are clearly introduced at the beginning of the story, though some information that readers need to know, such as the nature of the competition, is not revealed until the end of the story. However, the writer includes sufficient information to allow readers to follow the flow of events.

The writer uses specific details to emphasize aspects of the story. For example, because Yanis's mother wanted to find a partner for Yanis in the contest, she left her chores for Yanis to do. In addition, Yanis's inner conflict is emphasized through the voicing of her thoughts, as she questions her behaviour and then asserts her decision. As a result, readers understand Yanis's motivation for her behaviour.

Use of Language (4)

Standard sentences are found throughout the story. Some words, such as "finally" and "so," are used to connect ideas. In addition, the writer has experimented with sentence forms to evoke strong responses from readers. For example, when Yanis awoke, "she felt that someone was nere. To nere." This repetition effectively creates suspense for readers. As well, the use of exclamatory sentences, such as "oh! no! It can't be," emphasize the character's emotions.

The writer mainly uses general language, though some specific verbs, such as "looming," are present in the story.

Conventions (3)

The writer confidently experiments with spelling and with punctuation. For example, exclamatory sentences and an ellipsis are used, and the word "help" is stretched, using hyphens between letters to emphasize the character's fears. Unfamiliar and familiar words are spelled phonetically, and some phonics rules are inconsistently applied. For example, suffixes are not always added according to conventional rules, and "stick" is spelled in such a way that readers expect a long "i" sound. However, contractions are consistently spelled correctly.

Dialogue is used fairly effectively to advance the plot. As it is not always punctuated conventionally, it is difficult for readers to follow the flow of conversation.

Appendix

Grade 3 Language Learning Achievement Test

Part A: Writing

June 1993

Scoring Criteria

Content and Development

When marking **Content and Development** appropriate for Grade 3 Level writing, the marker should consider the

- relationship between events and/or actions and the context established by the writer
- beginning
- specificity of detail
- connections and/or relationships between events, actions, details, and or characters
- ending
- reader/writer relationship

5 Clearly meets standard of excellence	• Events and/or actions are consistently appropriate for the context established by the writer. • The beginning captures the reader's attention, clearly establishes events, characters, and/or setting, and provides direction for the writing. • Details are specific and consistently effective. • Connections and/or relationships between events, actions, details, and/or characters are consistently maintained. • The ending ties events and/or actions together. • The writing captivates and holds the reader's interest.
4 Approaches standard of excellence	• Events and/or actions are appropriate for the context established by the writer. • The beginning clearly establishes events, characters, and/or setting and provides direction for the writing. • Details are specific and generally effective. • Connections and/or relationships between events, actions, details, and/or characters are maintained. • The ending provides an appropriate finish for events and/or actions. • The writing engages and generally holds the reader's interest.
3 Clearly meets acceptable standard	• The majority of the events and/or actions are appropriate for the context established by the writer. • The beginning directly presents information about events, characters, and/or setting. • Details are general and may be predictable, but are appropriate. • Connections and/or relationships between events, actions, details, and/or characters are generally maintained. • The ending is predictable and/or may be contrived, but is connected to events and/or actions. • The writing generally holds the reader's attention.
2 Approaches acceptable standard	• Some of the events and/or actions are appropriate for the context established by the writer. • The beginning provides little information. • Details are few and/or may be repetitive. • Connections and/or relationships between events, actions, details, and/or characters are unclear, missing, or inconsistent. • The ending is predictable and/or may be contrived, but it is connected to events and/or actions. • The writing does not hold the reader's attention.
1 Clearly below acceptable standard	• There are few events and/or actions. • The beginning may be confusing. • Details are scant. • Connections and/or relationships between events, actions, details, and/or characters are missing. • The ending, if present, is unconnected to the events and or actions. • The writing is confusing and/or frustrating for the reader.
Insufficient	• The student has written so little that it is not possible to assess the Content and Development.

Use of Language

When marking **Use of Language** appropriate for Grade 3 Level writing, the marker should consider the

- degree to which standard sentences constructions are present and controlled
- presence of different sentence patterns and lengths
- quality of words and expressions

5 Clearly meets standard of excellence	• Standard sentence constructions are present throughout. Presentation is consistently controlled. • Sentence type and length are varied and effective. • Words and expressions are lively and consistently precise and effective.
4 Approaches standard of excellence	• Standard sentence constructions are present throughout. Presentation is controlled. • Sentence type and length are usually varied and usually effective. • Words and expressions are descriptive and generally specific and effective.
3 Clearly meets acceptable standard	• Standard sentence constructions are present throughout. • Sentences may vary in length and type, but are generally common constructions such as simple subordination or coordination with conjunctions (and, or). • Words and expressions are clear and are usually more general than specific.
2 Approaches acceptable standard	• Some thought units are standard sentences, but many are not. • Sentences, if present, are basic subject/verb constructions, without qualifiers. • Words and expressions are simple and may be repetitive.
1 Clearly below acceptable standard	• Thought units are difficult to recognize. • Words may be difficult to discern and indicate a lack of vocabulary for writing.
Insufficient	• The writing has been awarded an **Ins** for Content and Development.

Conventions

When marking **Conventions** appropriate for Grade 3 Level writing, the marker should consider the extent to which the writer has control of

- end punctuation and capitalization
- spelling
- clarity

PROPORTION OF ERROR TO LENGTH AND COMPLEXITY OF RESPONSE MUST BE CONSIDERED.

5 Clearly meets the standard of excellence	• End punctuation and capitalization are correct. • Most words, familiar and unfamiliar, are spelled correctly; spelling errors are understandable "slips." • Errors that are present do not affect the clarity or effectiveness of communication.
4 Approaches standard of excellence	• End punctuation and capitalization are essentially correct. • Familiar words are spelled correctly; spelling errors are "slips"; unfamiliar words may be spelled phonetically. • Errors that are present do not affect the clarity of communication.
3 Clearly meets acceptable standard	• Conventional end punctuation and capitalization are usually correct. • Many familiar words are spelled correctly; errors suggest uneven control of spelling rules; unfamiliar words are generally spelled phonetically. • Errors are sometimes intrusive and may affect the clarity of communication.
2 Approaches acceptable standard	• End punctuation and capitalization, when present, are inconsistent. • Many familiar words are misspelled and/or spelled phonetically. • Errors interfere with the clarity of communication.
1 Clearly below acceptable standard	• There is little, if any, evidence that the writer understands correct use of end punctuation and capitalization. • Words may be difficult to discern and are generally spelled phonetically. • Communication is not clear.
Insufficient	• The writing has been awarded an **Ins** for Content and Development.